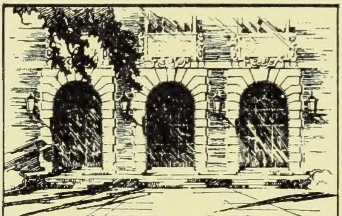

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Huron College

CATALOGUE EDITION
of the
HURON COLLEGE BULLETIN

1917-18

JUNE 1917

ANNOUNCEMENTS FOR 1917-1918

HURON, SOUTH DAKOTA

Huron College Bulletin

PUBLISHED FOUR TIMES EACH MONTH BY HURON COLLEGE

VOL. XVII—No. 1 *HURON, SOUTH DAKOTA* JUNE 1, 1917

Entered as second class matter April 8,'11 at the post office at Huron, S. D., under act of July 16,'94

Communications with regard to gifts or endowments, or requests for information may be addressed to Huron College, Huron, South Dakota, (Rev. Harry Morehouse Gage, President or Mr. John I. Pasek, Treasurer and Business Manager). Checks or Drafts should be made payable to the order of "Huron College."

Corporate name: "Huron College." **Form of bequest:** "I give, devise and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College____

(*If real estate is to be conveyed, a full and legal description of property should be here given.*)

Annual Catalogue Edition

June, 1917

Announcements for 1917-18

THE PURPOSE OF THIS BULLETIN IS TO SERVE AS A MEDIUM OF COMMUNICATION BETWEEN THE STUDENTS AND FRIENDS OF THE COLLEGE AND TO PUBLISH MATTERS OF INTEREST IN CONNECTION WITH THE INSTITUTION

College Calendar

1917

January

3.	Wednesday, 8:00 a. m	*Class Exercises Resume*
30.	Tuesday	*Mid-year Examinations Begin*

February

3.	Saturday	*Mid-year Examinations Close*
3.	Saturday, 4:00 p. m	*End of First Semester*
6.	Tuesday, 8:00 a. m	*Second Semester Begins*

March

5.	Monday	*Last Day for Removal of First Semester Conditions*

April

5.	Thursday	*Annual Election of Officers of Students' Association*
30.	Monday	*Founders' Day*

May

1-2.	Monday and Tuesday	*Louis K. McClymonds Scholarship Examination*
23.	Wednesday, 4:00 p. m	*Senior Vacation Begins*
30.	Wednesday	*Memorial Day*
31.	Thursday	*Final Examinations Begin*

June

3.	Sunday, 10:30 a. m	*The Baccalaureate Sermon*
	8:00 p. m	*The Y. M. C. A. Address*
4.	Monday	*Final Examinations Close*
4.	Monday, 8:30 p. m	*School of Music Recital*
5.	Tuesday, 8:30 p. m	*Senior Class Play*
6.	Wednesday, 2:30 p. m	*Annual Meeting of Board of Trustees*
	8:30 p. m	*Academy and Commercial Graduation Exercises*
7.	Thursday, 10:30 a. m	*Thirty-third Annual Commencement*
12.	Tuesday, 10:00 a. m	*Summer School Opens*

College Calendar

Continued

1917

July

21. Saturday . . . . *Summer School Closes*

September

17-18. Monday, 10:00 a. m. to Tuesday, 4:00 p. m . . . . *Registration of Students*
19. Wednesday . . . . *First Semester Begins*
8:00 a. m . . . . *Registration Continued*
2:00 p. m . . . . *Opening Exercises in Chapel*
20. Thursday, 8:00 a. m . . . . *Regular Class Exercises Begin*

October

8. Monday . . . . *Last Day for Removal of Conditions Incurred in Second Semester of Previous Year*

November

29. Thursday . . . . *Thanksgiving Day Recess*

December

21. Friday, 4:00 p. m . . . . *Christmas Holidays Begin*

—1918—

January

8. Tuesday, 8:00 a. m . . . . *Class Exercises Resume*
29. Tuesday . . . . Mid-year Examinations Begin

February

2. Saturday . . . . *Mid-year Examinations Close*
2. Saturday, 4:00 p. m . . . . *End of First Semester*

College Calendar

Continued

5. Tuesday.................................... *Second Semester Begins*

March

4. Monday.............. *Last Day for Removal of First Semester Conditions*

April

4. Thursday............. *Annual Election of Officers of Students' Association*
24. Monday....................................... *Founders' Day*

May

6-7. Monday and Tuesday... *Louis K. McClymonds Scholarship Examination*
10. Friday.................... *The Thomas Maynard Declamation Contest*
22. Wednesday, 4:00 p. m....................... *Senior Vacation Begins*
29. Wednesday........................... Final Examinations Begin
30. Thursday.................................... *Memorial Day*

June

3. Monday.............................. *Final Examinations* Close
2. Sunday, 10:30 a. m....................... *The Baccalaureate Sermon*
8:00 p. m....................... *The Y. M. C. A. Address*
3. Monday, 8:30 p. m....................... *School of Music Recital*
4. Tuesday, 8:30 p. m.......................... *Senior Class Play*
5. Wednesday, 2:30 p. m............ *Annual Meeting of Board of Trustees*
8:30 p. m. .. *Academy and Commercial Graduation Exercises*
6. Thursday, 10:30 a. m............ *Thirty-second Annual Commencement*
11. Tuesday, 10:00 a. m........................ *Summer School Opens*

July

20. Saturday.................................. *Summer School Closes*

College Calendar for 1917-18

1917 SEPTEMBER 1917

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1917 OCTOBER 1917

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1917 NOVEMBER 1917

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1917 DECEMBER 1917

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1918 JANUARY 1918

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1918 FEBRUARY 1918

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

1918 MARCH 1918

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1918 APRIL 1918

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1918 MAY 1918

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1918 JUNE 1918

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1918 JULY 1918

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	3	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1918 AUGUST 1918

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Board of Trustees

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Aberdeen, S. Dak.
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Groton, S. Dak.
MR. C. E. ANDREWS,
Hurley, S. Dak.
MRS. JOHN N. STEELE,
Aberdeen, S. Dak.

TERM EXPIRING IN OCTOBER, 1918

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Huron, S. Dak.
HON. A. W. CAMPBELL,
Aberdeen, S. Dak.
MR. T. J. HARVEY,
Huron, S. Dak.
HON. A. E. TAYLOR,
Huron, S. Dak.
MR. E. H. GRANT,
Huron, S. Dak.
MR. J. H. FARNSWORTH,
Hurley, S. Dak.
MR. W. S. HILL,
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TERM EXPIRING IN OCTOBER, 1919

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MR. G. W. WRIGHT
MRS. J. L. PYLE

REV. H. M. GAGE, *ex-officio*

Faculty

(For 1916-17)

HARRY MOREHOUSE GAGE, A. M., LL. D.
President, Philosophy

ELIZABETH REID, Ph. B.
German

WILLIAM L. NOTESTEIN, A. M., D. D.
Greek, Apologetics

*CHARLES W. HOCHSTETLER, A. M.
History, Political Science

H. FOSTER JONES, A. M.
English

ELLA McINTIRE, B. L. S.
Librarian

EDWARD W. DAVIDSON, A. B.
Physics

EVERETT LEE HUNT, A. B.
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RALPH J. GILMORE, A. M., Ph. D.
Biology

FREDERIC B. OXTOBY, A. M., B. D.
Biblical Literature and Interpretation

WALTER L. HARRIS, A. M.
Education, History

OLIVER RALPH OVERMAN, A. M.
Chemistry

ALICE E. RADFORD, PH. B.
French

CHARLES HENRY HAILE, PH. D.
Latin

HOMER S. MYERS, A. M.
Mathematics

EVAN O. WILLIAMS
Coach in Athletics

ACADEMY

CLEMENT THOMAS, A. B.
Prin. Acad. Dept., Academy English

LOUISE FRENCH, A. B.
Academy Latin

ANNA GILMORE, A. B.
Academy Science

*On leave of absence during the year 1916-1917.

PHILIP EDWARD KREIMAN, B. S.
Academy Mathematics and Physics

SCHOOL OF MUSIC

HERBERT M. BAILEY
Director, Voice

IRENE DEMING
Piano, Normal Training, Harmony, Theory

GRACE B. FINLEY
Piano

JESSIE GORDON EWART
Violin, Public School Music, Musical History

MRS. A. D. ROSZELL
Expression

BUSINESS COLLEGE

LEROY I. DAY, A. B.
Bookkeeping, and other Commercial Subjects

ELLA STARR
Shorthand, Typewriting

ALVA E. TAYLOR, D. C. L.
Lecturer on Commercial Law

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President

WALTER L. HARRIS
Registrar

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Secretary of the Faculty

MAY ESTHER CARTER
Dean of Women

JOHN I. PASEK
Treasurer and Business Manager

LILLIAN LONGSTAFF
Office Secretary

DAVID D. LESSENBERRY
Assistant to The Treasurer

MARY E. SCRUBY
Matron of Elizabeth R. Voorhees Dormitory

STANDING COMMITTEES OF THE FACULTY

For 1916-1917

Administration
Gage, Davidson, Harris, Carter

Absence
Davidson, Carter, Thomas

Athletics and Gymnasium
Gilmore, Davidson, Overman, Day, Thomas

Courses
Harris, Jones, Gilmore, Overman, Bailey, Thomas, Day

Curriculum
Harris, Reid, Notestein, Davidson, Gilmore, Haile

Library and Literary Work
Notestein, Reid, McIntire, Jones, Oxtoby, Overman

Public Entertainments, Social Functions
Gilmore, Carter, Myers, Radford

Scholarships and Student Aid
Gage, Reid

Student Publications
Overman, McIntire, Radford

Catalogue
Notestein, Harris, Myers

Historical Statement

THE College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson, to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Findley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President. For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town, for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

On December 4th, 1905, the down-town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was completed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings, giving the College a splendid property, free of debt, with which to face a great opportunity.

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees, followed with conditional offers or gifts. On May 25th, 1911, The General Education Board, of New York City, offered to give $100,000 on

condition that the total endowment should be made $500,000. On November 11, 1911, the half-million-dollar subscription was completed. The $500,000 Endowment was actually realized on July 31, 1916, and the funds are invested in farm mortgages.

Presidents of Pierre University and Huron College

Rev. Thomas M. Findley (Pierre)	1883-1884
William M. Blackburn, D. D. (Pierre)	1884-1898
Calvin H. French, D. D. LL. D. (Huron)	1898-1913
Rev. Harry Morehouse Gage, A. M., LL. D	1913-

Chronology

April 26, 1883	Articles of Incorporation were adopted by the Dakota Presbytery during the spring meeting held at Huron, South Dakota.
July 6, 1883	This institution began as "The Presbyterian University of Southern Dakota" and was incorporated under that name July 6, 1883, by the Presbytery of Southern Dakota, which then included all that part of Dakota Territory south of the 46th parallel of North Latitude. The Articles of Incorporation were adopted on April 26, 1883, by the Presbytery during the spring meeting held at Huron, South Dakota.
Sept. 26, 1883	The institution opened September 26, 1883, in Pierre, South Dakota, in a frame building which had just been completed for that purpose. Rev. Thomas M. Findley was president.
Oct. 11, 1884	The Synod of South Dakota accepted the institution from the Presbytery and incorporated it as "Pierre University."
Oct. 10, 1885	Rev. Wm. M. Blackburn, D. D., LL. D., was inaugurated president.
June 1, 1887	Frank A. Farrar, **first college graduate,** was graduated with the degree of A. B.
June 2, 1898	Pierre University and Scotland Academy were merged into Huron College and located at Huron, South Dakota.
June 24, 1898	The resignation of Rev. Wm. M. Blackburn, D. D., LL. D., as president was accepted and Rev. Calvin H. French was elected president.
Sept. 20, 1898	First term of school opened at the new location—Huron, South Dakota.

Dec. 29, 1898	Death of Dr. Blackburn at his home in Pierre, South Dakota.
1902	Campus of four blocks was offered by the Western Town Lot Company.
Jan. 22, 1903	Mr. Ralph Voorhees assigned to Huron College certain mortgage and other securities valued at $25,000.
Oct. 14, 1903	The name of the corporation was changed from "The Synod of South Dakota" to "Huron College."
1903	Ladies' College Association of Huron pledged $5,000 towards the construction of a girls' dormitory.
December, 1903	Mr. Voorhees offered $15,000 towards the completion of the new dormitory, which was named the Elizabeth R. Voorhees Dormitory for Girls.
Oct. 8, 1904	The Elizabeth R. Voorhees Dormitory for Girls, the first building erected on the new campus, was dedicated.
Feb. 7, 1905	Campus of four city blocks was deeded to Huron College by the Western Town Lot Company.
Nov. 7, 1905	The Trustees formally accepted Mr. Voorhees' offer of $100,000 towards the construction of a new central building.
Dec. 4, 1905	The down-town building sold. (This building was originally built for a hotel in 1888 and later (1898) was bought by the citizens of Huron and given to the Trustees of the College.)
June 7, 1906	Laying of the corner stone of Ralph Voorhees Hall, the new central building.
Feb. 15, 1907	College work was transferred to the Ralph Voorhees Hall from the down-town rented rooms.
Oct. 5, 1907	Ralph Voorhees Hall, the new central building, was dedicated.
July 8, 1909	$15,000 was received from Dr. D. K. Pearsons as the beginning of a permanent endowment.
Nov. 11, 1909	James J. Hill pledged $50,000 towards an Endowment Fund of $250,000.
Mar. 25, 1911	Huron campaign for $50,000 towards an Endowment Fund of $500,000 was closed.
May 25, 1911	General Education Board pledged $100,000 towards an Endowment Fund of $500,000.
Nov. 11, 1911	Campaign for an Endowment Fund of $500,000 was closed successfully.
Sept. 30, 1913	Inauguration of Harry Morehouse Gage as President of the College.
July 31, 1916	Collection of the $500,000 Endowment Fund completed.
Dec. 4, 1916	Oliver Memorial Fund of $15,000 received.

Grounds, Buildings and Equipment

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercial work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors and the attic floor above, there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total capacity of two hundred and eighty-five horse-power. A hundred horse-power engine with a fifty kilowat, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group, and it is complete and modern in every respect.

THE LIBRARY

The library is housed in the two northeast rooms on the main floor of the Ralph Voorhees Hall. The larger room is used as a reading room, and the reference books, current magazines and newspapers are kept here, readily accessible to all. The smaller room is used as stackroom but it is entirely too small for our purposes at this time.

At the close of the fiscal year 1915-16 the library contained 9273 volumes, besides pamphlets, unbound magazines and unaccessioned government documents. During the year 625 bound volumes have been added to the library distributed in the main classes as follows:

General Works	17 volumes	Science	23 volumes
Philosophy	8 volumes	Useful Arts	8 volumes
Religion	148 volumes	Fine Arts	11 volumes
Sociology	175 volumes	Literature	71 volumes
Philology	1 volume	History	163 volumes

These volumes were received from the following sources:

By purchase	125 volumes
Gift of Prof. W. H. Powers, S. D. State College	25 volumes
Gift of Prof. J. C. Shedd, Occidental College	26 volumes
From the library of Rev. W. M. Blackburn	212 volumes
Binding	21 volumes
Government reports	107 volumes

Other volumes were gifts of publishers, members of the faculty, and other friends of the College.

Some additional volumes were purchased during the summer but were not assessioned until the beginning of the school year. These volumes will be counted as a part of the report for the year 1916-17.

The Olwin fund has been increased $500, making a total of $1500. The income from this is being used for the Library. Additional gifts for the endowment of the library are earnestly desired.

The Library is receiving the following periodicals and newspapers about half of which are gifts of publishers or other friends.

Advocate of Peace
American Economist
American Issue
American Journal of Sociology
American Magazine
Amethyst
Annals of the American Academy of Political and Social Science
Assembly Herald
Associate Teacher
Association Monthly
Atlantic Monthly
Bible Champion
Biblical World
Bibliothea Sacra
Bookman
Century Magazine
Congressional Record
Continent
Current History
Current Opinion
Dial
Edison Monthly
Educational Review
Everybody's Magazine
Fatherland
Fortnightly Review
Forum
Harper's Monthly
Harvard Alumni Bulletin
Healthologist
Huron Alphomega
Independent
Intercollegiate Socialist
International Conciliation Bulletins
International Music and Drama
Japan Evangelist
Journal of Political Economy
Literary Digest
Living Age
Missionary Review of the World
Musician
Nation
National Geographic Magazine
New Republic
New York Staatszeitung. Wochenblatt
New York Times Book Review
North American Review
North American Student
Our Dumb Animals
Outing
Outlook
Philippine Presbyterian
Presbyterian
Quarterly Journal of Public Speaking
Reader's Guide
Reclamation Record
Religious Education
Review of Reviws
Saturday Evening Post
School Review
Science
Scientific American
Scientific American Supplement
Scientific Monthly
Scribner's Magazine
Smithsonian Institution, Miscellaneous Collections
South Dakota Educator
South Dakota Farmer
South Dakota Library Bulletin
Survey
U. S. Commerce and Finance, Monthly Summary
U. S. Documents Office—Monthly Catalogue
U. S. Children's Bureau, Publications
U. S. Bureau of Education Bulletins

U. S. Geological Survey, Bulletins
U. S. Labor Bureau, Bulletins
U. S. Labor Statistics, Monthly Review
Wisconsin Library Bulletin
World Peace Foundation. Publications
World's Work
Yale Review
Youth's Companion

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas, and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is equipped with specially made oak tables, each student's place being provided with gas and electricity. Much new apparatus has been added in recent years, and a thorough laboratory training is given with each course offered.

Biology—Much advanced work has been done in this department during the past year. New equipment has been added, enabling us to offer excellent work in this department.

MUSIC ROOMS

Twelve rooms at the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage, and, by means of the freight elevator, pianos on any floor are quite accessible for use in recitals or other public programs. Eighteen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gynmasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Some equipment has already been provided and more will be added as is necessary. A competent director is in charge of the gymnasium. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located, and the entire gymnasium equipment is modern.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred other chairs when they may be needed. The finish woodwork here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and convenient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

THE COLLEGE PRESS

During the summer of 1910 a complete job printing plant was installed in the two south rooms on the ground floor of the Voorhees Hall. This was done in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. A large amount of work is done, including The Huron Alphomega, the College Bulletin, many blanks and much miscellaneous printing.

* * *

General Information

The City of Huron—Huron offers many advantages as a college community. It is located near the center of the eastern half of the state, and according to the last census within a very few miles of the center of population. It has a population of about seven thousand and is rapidly growing. It is the division headquarters for the Dakota division of the Chicago and Northwestern Railway System. Division offices, large shops, a round house, and extensive freight yards are located here. Four lines of this railway radiate north, south, east and west from Huron, giving easy access to every part of the state. One of these lines has recently been extended two hundred miles to the westward into the Black Hills region, thus giving access to Huron from the entire western half of the state.

One line of the Great Northern Railway with connections to St. Paul and Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trade with the surrounding country and the smaller towns.

Organization and Government—The College is under the management of the Presbyterian Synod of South Dakota. The Synod elects the Trustees, who are divided into three classes which serve three years each. Two-thirds of them must be members of the Presbyterian church. This Board of Trustees appoints the Faculty and administers the affairs of the school. They meet statedly three times a year, and at other times on the call of the President of the Board. In the interval, an executive committee has charge of all college affairs.

Not a Sectarian College—The College is Presbyterian, but not sectarian. There is no teaching of denominational doctrine and no effort to influence students in behalf of the Presbyterian church rather than any other church which they or their friends may prefer. In its own locality the College receives sympathy and help from people of all denominations and from many of none. It opens its doors freely to all, asking only that they come with an earnest desire to learn and serve the truth.

Educational Standards—Huron College, considered as distinct from high schools and training schools on the one hand and graduate schools and professional schools on the other, aims to fulfill the essential functions of a college of liberal arts. The mission of the College, aside from character building, for which definite provision is made, is intellectual. Graduates of Huron should be capable of the rational use of experience. They should have a grasp of the principles underlying the professions and the various phases of human relations.

The College strives to keep in touch with the best educational thought of the day and to associate itself with recognized leaders in the field of education. In January, 1915, Huron became a member of the newly organized Association of American Colleges, which promises to become a strong and good influence among colleges generally. In March, 1915, it was admitted to membership in the North Central Association of High Schools and Colleges. This endorsement by an association so widely known as the North Central will be highly valued by the friends and patrons of the College. It is a just recognition of the ideals and standards maintained by the institution.

The Academy, the School of Music, and the School of Commerce are maintained primarily for the direct services which they are able to render to students enrolled in regular college courses and to those who are preparing for such courses. Furthermore, these schools are of service to the people of South Dakota by providing some training and education for many young people who cannot take a college course.

Normal courses leading to a State Certificate and a Life Diploma are provided for those who wish to teach. These are so correlated with the regular courses that the work can be credited toward graduation from College or Academy.

Bequests—A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College..

...."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment, that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

The College Board—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904, and is now the College Board of the Presbyterian Church, with offices in New York City. It aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amounts for current expenses and large sums for endowments will be sought. Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it. The College can not promise to obtain work for all needy students, but all the assistance possible will gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year.

STUDENT ORGANIZATIONS

Young Men's Christian Association—The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every week, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

The Association has expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of the Ralph Voorhees Hall. The use of this room has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A creditable representation has gone each year both to the summer conference and to the state convention.

Young Women's Christian Association—This Association works along lines similar to those followed by the Y. M. C. A. It is a center for much of the social life of the College. Its earnest religious purpose is never subordinated, however, to social interests. There are classes for Bible and Mission Study. Regular devotional meetings are held. There are occasional union meetings with the Y. M. C. A. Delegates are sent each year to the national conference and to the territorial convention. An earnest spiritual purpose characterizes the association and its influence stimulates and strengthens the religious life of the students.

Students' Association—This is a formal organization of the student body including every student regularly enrolled in any department of the institution. Its object is to find convenient and effective methods by which all proper student enterprises and activities may be promoted and all improper influences and activities eliminated. Incidentally it furnishes some excellent opportunities for students and Faculty to co-operate in such efforts.

Literary Societies—Five literary societies, conducted by students, under the general supervision of the Faculty, are in successful operation. In the Collegiate Department these are: the Philomathean, the Eulalean, and the Boethean; and in the Academy: the Ophellean and the Orthologean.

College Paper—Since 1909 the College paper, "The Huron Alphomega," has been published as a weekly instead of a monthly. It gives a valuable business and literary training to the students who act as managers and editors and stands out as a true exponent of college life and as an interesting medium of communication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered annually by the friend whose name it bears. This prize is awarded to the winner of first place in a local contest in oratory. In addition, the Students' Association offers a prize of fifteen dollars to the winner of second place in the contest.

The Charles E. DeLand Prize Medal In Oratory—Mr. Charles E. DeLand, of Pierre, South Dakota, during 1912 gave $500 as the endowment of a prize medal to be known as the DeLand Prize Medal in Oratory. The income of this endowment is to be used annually in providing the medal to be awarded to the winner of this contest.

The 1913 Class Prize in Debate—The college class of 1913 has established an annual prize of ten dollars for the best individual work in debate.

The Smith Trophy in Extemporaneous Speaking—Mr. W. C. Smith, of Huron, has given a cup as a prize for an extemporaneous speaking contest. The cup will remain permanently in the College, the winner's name being engraved on the cup each year. All students in the College department will be eligible for this contest.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibbs Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

The Presbyterian Board of Temperance offers an annual prize of twenty-five dollars to be awarded to the winner of the Prohibition Oratorical Contest.

THE OLIVER LECTURES

This course of lectures was established by Mrs. Harriet N. Oliver in memory of her husband, Mr. J. S. Oliver, long a resident of Huron and one of the oldest and best friends of the College. It provides for two lectures to be given each year before the student body and the general public, the subject to be selected within the field of Economics. The course is known as "The Oliver Lectures," and is supported by a permanent endowment fund known as "The Oliver Memorial Endowment Fund."

The following men have served as Oliver Lecturers: In 1911, Hon. Coe I. Crawford and Judge A. E. Taylor; in 1912, Calvin H. French, D. D.; in 1913, Wallace Notestein, Ph. D.; in 1914, Horace Wayland Tilden, A. M., D. D.; in 1915, President C. C. O'Harra, Ph. D.; in 1916, Prof. G. L. Robinson, Ph. D.

Scholarships

The purpose of all scholarships is to aid and honor needy and worthy students who are able to meet the requirements of good scholarship, high personal character, exemplary conduct and habits of economy in the use of both time and money.

A full scholarship is fifty dollars a year. The amount assigned to any one student will depend on the need and the merit of the applicant and on the amount of funds at the disposal of the Scholarship Committee.

It is the policy of the Scholarship Committee not to assign scholarships to students who are conditioned in any subject.

A scholarship may be withdrawn because of a failure or condition in any subject. When a scholarship has been withdrawn in this way, it may be renewed after the lapse of one semester, provided that former deficiencies have been made good and no new ones incurred.

In awarding scholarships preference is given to regular candidates for a degree, and to those who expect to complete their course in Huron College.

Applications for scholarships must be made on blank forms provided by the Scholarship Committee.

Students of the College should make out their applications for scholarships in June and December of each year. Prospective students should apply as early as possible, and their applications should be accompanied by the testimonials indicated in the blank forms.

Communications concerning scholarships should be addressed to the President.

The following scholarships have already been established:

The Horace B. Silliman Scholarships, five in number, were established in 1906 by the Hon. Horace B. Silliman, LL. D., of Cohoes, N. Y. Dr. Silliman gave $5,000 for the endowment of these scholarships, believing, as he said, "that this will be for the advancement of Christian education." These scholarships will be awarded to deserving young men by vote of the Faculty on recommendation of the Committee on Scholarships.

The J. Calvin Ely Scholarships, two in number, were established by Rev. J. Calvin Ely, D. D., of Morgantown, West Virginia. They are maintained by two endowments of $500 each made in 1906 and in 1913 respectively. In awarding these scholarships preference is given to young men who are studying for the Christian ministry.

The Louis K. McClymonds Scholarships were established in 1910 and are maintained by an annual gift of $620. This amount, after providing for the necessary expenses, is divided into portions of $100 each and awarded to six graduates from the High Schools of South Dakota or adjoining states who win the highest ranking in an examination conducted by the College, and who certify their intention, in case they can complete a college course, to pursue their studies in Huron College. Candidates for these scholarships must be graduates of the current year from four-year courses and they must be prepared to meet the requirements for admission to the Freshman class as stated on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School. Four scholarships will be awarded to boys and two to girls.

The George W. Abell Scholarship was established in 1912 and is to be known as "a memorial to George W. Abell from his wife and daughters." This scholarship is maintained by an endowment of $1,000.

The Maria Blossom Scholarship, established in 1912, is endowed by a bequest of $1,000 from the estate of Mrs. Maria Blossom, of Rochester, N. Y.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, Redfield College, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in the granting of free or half tuition scholarships to graduates from the High Schools and eighth grade county schools:

1. Only one scholarship each year will be awarded to any High School or eighth grade county graduating class.

2. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade county class. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.

3. These scholarships can not be transferred.

4. To graduates from four-year High School courses these scholarships will convey full tuition for one year, including incidental fees. To graduates from three-year High School courses or from county eighth grade classes they will convey one-half tuition, including incidental fees for one year.

5. These scholarships become void one year after the date of graduation by the student from the High School or the county schools.

6. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges, who for the present year is Prof. G. H. Scott, Yankton, S. Dak.

7. When properly certified as above these scholarships will be honored by any of the colleges included in the Association.

Expenses

TUITION

Regular Tuition—In the College, tuition is $60 per year, $30 payable each semester. This includes the usual incidental and library fees, which amount to from $10 to $20 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $20 per semester. These fees do not include laboratory or other special fees.

Half Tuition—Ministers' children, or students preparing for the ministry and pursuing regular college or academy courses, will, if it is desired, be given a reduction of one-half on tuition in those courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than a semester may be paid at the rate of $3 per week, provided that the charge made for any period shall not be less than $5. Tuition in the Academy and the Commercial-Academic Departments for a shorter period than a semester may be paid at the rate of $2 per week, provided that the charge made for any period shall not be less than $5.

Refunds—The expenses of the College are not reduced when a student leaves school before the end of the semester. For this reason, refunds of tuition and other fees can be allowed only to a very limited extent. On payments made by the semester, refunds can be made only in accordance with the preceding paragraph on tuition for fractional semesters. On payments made in advance for the entire year, in case the student leaves the school before the end of the year, the money paid will be applied on the bills as computed by the semester. Should there be any balance remaining after paying the fees as thus computed, it will be refunded.

ROOM, HEAT, AND LIGHT

Rooms in Voorhees Dormitory—Young women from out of town are expected to obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dresser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $9 per semester, young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Under special circumstances, young women are allowed to obtain board and room in private families, but only at such places as are approved by the Faculty. For instance, permission to room outside of the dormitory is given to young women who for good reasons wish to live with relatives and to those who wish to work for board and room. In all cases, those wishing to room outside of the dormitory, must make arrangements with the President and the Dean of Women before engaging rooms. The College keeps on file a selected list of people who wish college girls to live with them and to work for board and room. This list may be obtained by applying to the Office Secretary.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $3 to $5.50 per week. Furnished rooms, without board, including laundry for bed and toilet, cost from 75 cents to $1.50 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in securing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester, a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will be made in case the student fails to register unless the treasurer of the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent a combined fee of $18 per semester.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than a semester may pay for room, heat and light at the rate of $2 per week, provided that the smallest charge made for any period shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students' Association Fee—Each student shall pay to the treasurer of the College a fee of three dollars per semester, or five dollars per year, to constitute a special fund for student enterprises, except as hereinafter provided. Students who enroll after the third month of a semester shall pay a fee of one dollar for the remainder of said semester. Students not rooming in the dormitory who enroll for a special course of one or two hours per week only, may, if they do not desire to take advantage of the special privileges provided for under this Association, pay a contingent fee of one dollar per semester in lieu of the regular fee.

Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of the regular fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contests and intercollegiate debates, and (3) to all athletic games and contests of the College, not including the State High School Basketball Tournament and the State Meet when held at Huron.

Student enterprises shall be under the direction of three members of the Faculty; one to have supervision over athletics, one to have supervision over the College paper, and one to have supervision over other student enterprises.

These members shall be elected by the Faculty. No debts shall be contracted for any of these enterprises without the consent of the supervising member.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

Beginning Chemistry	$6.00 per semester
Inorganic Chemistry	7.00 per semester
Organic Chemistry	8.00 per semester
Physics (College)	4.00 per semester
Physics (Academy)	2.00 per semester
Biology (all courses in College)	4.00 per semester
Biology (Academy)	1.00 per semester

Commercial—Those taking the Commercial-Academic Course will pay the regular rate for tuition and an additional fee of $10 per semester while taking any one or more of the following subjects:—Bookkeeping, Shorthand, Typewriting.

Special Examinations—A fee of fifty cents will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of the second semester, provided such students have been in attendance during the preceding semester.

Diplomas—The fees for diplomas are as follows:

For College degrees	$5.00
For diplomas from other departments	3.00
Certificates of Graduation	2.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past year board has been $3.25 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

SUMMARY OF EXPENSES

	First Semester	Second Semester	Year's Exp.
Tuition:—			
College	$30.00	$30.00	$60.00
Academy	20.00	20.00	
Room, Heat and Light, in Voorhees Dormitory	18.00	18.00	36.00
Table board, about $3.25 per week, 36 weeks			117.00
Laundry and other expenses, estimated			16.00
Books, from $5 to $12			10.00
Students' Association Fee			5.00
Total			$244.00

Tuition in Other Departments:—			Year's Tuition
Accounting or Stenography	$30.00	$30.00	$60.00
Music—Piano, Violin, or Voice:—			
One lesson per week	$15.00 to	$22.50	per semester
Two lessons per week	24.00 to	36.00	per semester

Note:—For further information about the fees in the special departments, see the Index.

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to do this, parents or students should write in advance to the President or the Treasurer concerning arrangements.

General Requirements

Type of Students Desired—Only students with an earnest purpose are desired. For such, few regulations are necessary. The main purpose for which any student should come to college is the prosecution of his work and the enjoyment of the advantages afforded by the institution. If any student manifests a persistent lack of interest in his work, and by continued failure wastes his own time and that of his instructors, or if in the judgment of the College authorities his general course of conduct brings discredit upon the institution, the College reserves the right to dismiss such student without stating any more specific cause.

Chapel—All students are required to attend at least four-fifths of the daily chapel exercises. Those whose religious beliefs prevent them from participating in these exercises will be excused.

Church—On Sabbath all students are expected to attend at least one service at such church as they or their parents may select.

Matriculation—All students before registering for courses are required to matriculate. In making application for matriculation students pledge themselves, on condition of being admitted to the privileges of the institution, to observe to the best of their ability the rules and regulations of the Trustees and Faculty and to do what they can to promote the interest of the institution.

Conduct of Students—The Faculty of the College have passed certain administrative rules which apply to classification, absences, credits and similar matters. With regard to conduct of students, it is the policy of the Faculty not to pass rules; and with few exceptions this policy has been followed. *Students, when they matriculate, are placed upon their honor.* They are expected to conduct themselves as ladies and gentlemen at all times and in all places, and to respect the rights and privileges of their instructors and fellow students, and to attend faithfully to their work. Without assigning any specific reason, the Faculty may at any time dismiss any student whose conduct in their judgment is detrimental to the welfare of the institution.

Supervision of Women—All young women away from home, whether rooming at the dormitory or not, are under the supervision of the Dean of Women, and are responsible to her for their conduct.

Study Hours—All students are expected to observe such study hours as the Faculty may announce.

Admission to Classes—Admission to classes is by card. No cards entitling students to enter classes will be issued until the student has paid his tuition and other fees or has made arrangements for their payment satisfactory to the Treasurer of the College. No student will be recognized as a member of a class until the proper class card has been filed with the instructor and until the card has been received the student will be marked absent from the beginning of the semester.

Absences—Unexcused absences in excess of a certain number deprive a student of partial or complete credit in any course in which the absences occur. Credits lost because of excused absences may be restored, but only when the

work in arrears has been satisfactorily completed. As a general rule absences because of serious illness are the only excusable absences.

Dropping Courses—No student having once enrolled in a course, shall be permitted to withdraw from such course without written consent from the Faculty Committee on Courses and from the instructor of the course in question. Failure to secure such consent shall constitute failure in the course and shall debar the student from enrolling in any other course during the same semester and shall also deprive the student of credit in courses in which he has already enrolled.

Grades, Conditions, Failures—The passing grade in the College Department is 60 per cent. In the Academy and Commercial Departments the passing grade is 75 per cent. A standing between passing grade and 10 per cent. below it constitutes a condition. Conditions incurred in the preceding semester and not removed by examination on the second Monday of October or the first Monday of March, will be recorded as failures. When a failure is recorded, credit may be secured in the course in which the failure has been incurred only by repeating the course in a following semester. Failures prevent a student from continuing a course in the semester immediately following.

Classification—In determining the classification of a student, advance credits shall be subtracted from conditions; then if he lacks more than half the required credits in any year, he will be classified in the class below.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high schools should bring certified copies of standings in the subjects completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

Limits of Work—No student in the College, without special grant of the Course Committee, shall be permitted to carry less than thirteen nor more than twenty-one recitation periods per week.

Participation in Public Affairs—Public affairs include athletic, oratorical, debating, and musical contests. Participation in Public Affairs in connection with any department of the College is always confined to students in good standing. Students who participate in intercollegiate athletic contests must conform to the requirements of the Minnesota-Dakota Athletic Conference. Participants in other Public Affairs must be actually taking sufficient work to satisfy the minimum number of hours required in the course pursued. Furthermore, the participant must be able to present a record of satisfactory class work. At the middle and end of each semester those who are doing unsatisfactory work in two or more subjects are reported as ineligible for the next half-semester. Unsatisfactory work means work below the passing mark. A student whose average in all

studies falls below the passing mark may be placed upon the ineligible list at any time. Students under discipline are ineligible until restored to good standing.

Graduation—No student should be absent from any portion of the Senior year. Students are not admitted as candidates for the bachelor's degree after the beginning of the first semester of the Senior year. At the beginning of the second semester of the Senior year candidates for degrees are required to classify without conditions.

Student Organizations—Before any student organization is completed, its constitution and by-laws must be submitted to the Faculty for approval. Subsequent amendments to a constitution and changes in by-laws must also be submitted to the Faculty.

REQUIREMENTS FOR ADMISSION

College—Graduates of the Academy department are admitted to the Freshman class without conditions.

Graduates from approved high schools who present fifteen units according to the list given below will be admitted to the Freshman class, a unit being a course of study pursued throughout a school year of not less than thirty-five weeks, with five recitations a week of at least forty minutes each. Students not graduates of approved schools or academies must present sixteen credits for admission, or must be examined according to the graduation requirements of Huron Academy.

Graduates of approved high schools may be admitted conditionally on presentation of 14 units.

All conditions must be made up before the end of the Freshman year.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended.

Mature students wishing to take a special course may be admitted to such courses as they are prepared to enter.

Attention is called to the statement upon a following page with regard to requirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

Group I. Required Subjects, Nine Units

English	counting	3	units
Algebra	"	1	"
Geometry	"	1	"
Science	"	1	"
History	"	1	"
Foreign Language	"	2	"

Note:—Civics may be offered as one-half unit of the required work in history.

Group II. Elective Subjects, Six Units from the following list—no more than two in any one subject.

English (advanced)	counting	1	units
Algebra (advanced)	"	½	"

Solid Geometry	counting	½	units
Ancient History	“	1	“
Mediaeval and Modern History	“	1	“
English History	“	½	“
American History and Civics	“	1	“
General History	“	1	“
Latin (elementary)	“	2	“
Cicero and Composition	“	1	“
Virgil	“	1	“
Greek (elementary) and Composition	“	1	“
Anabasis and Iliad	“	1	“
German (elementary)	“	2	“
German (advanced)	“	1	“
Physics	“	1	“
Chemistry	“	1	“
Botany	“	½	“
Zoology	“	½	“
Physiology	“	½	“
Physical Geography	“	½	“
Agriculture	“	½	“
Domestic Science	”	1	”
Manual Training	”	1	”
Commercial Subjects	”	1	”

Description of Entrance Courses

FOR ENTRANCE TO THE FRESHMAN CLASS OF THE COLLEGE. STUDENTS MAY PRESENT THE EQUIVALENT OF THE FOLLOWING COURSES:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

As to the number of classics to be read, the minimum is fifteen; for full credit for a three years' course the reading of twenty or more is recommended. The following list is arranged in groups corresponding in degree of difficulty to the several years of the preparatory course. The difference between adjacent groups, however, is not great, and substitution between them is quite allowable. Works not named herein, but similar in character and of no greater difficulty, may, of course, be substituted. Of the fifteen or more classics, one-third should be carefully studied in the classroom; the others should be read wholly or in part outside, although it is sometimes advisable to begin the study in the classroom, to secure the student's interest or to make clear the manner in which the reading is to be done.

For the First Year of Academy or High School: 1. Simpler Poems of Browning. 2. Coleridge's Rime of the Ancient Mariner. 3. Cooper's The Last of the Mohicans. 4. Dickens's A Christmas Carol. 5. Dickens's The Cricket on the Hearth. 6. Hale's The Man Without a Country. 7. Irving's Sketch Book (selections). 8. Longfellow's The Courtship of Miles Standish. 9. Lowell's The Vision of Sir Launfal. 10. Lyell's Travels in North America. 11. Poe's The Raven (and other poems). 12. Scott's Ivanhoe. 13. Scott's The Lady of the Lake. 14. Scott's The Lay of the Last Minstrel. 15. Shakespeare's As You Like It. 16. Stevenson's Inland Voyage and Travels with a Donkey. 17. Stevenson's Treasure Island. 18. Whittier's Snow Bound (and other poems).

For the Second Year of Academy or High School: 1. Addison—Selections from the Spectator; the Sir Roger de Coverly Papers, etc. 2. American public Addresses (simpler examples of American Oratory). 3. Bryant's Thanatopsis (and other poems). 4. Bunyan's Pilgrim's Progress. 5. Burns's The Cotter's Saturday Night (and other simple poems). 6. Byron's Mazeppa (and other poems). 7. Dickens's A Tale of Two Cities. 8. George Eliot's Silas Marner. 9. Early English Ballads (Sir Patrick Spens, Chevy Chase, etc.). 10. Goldsmith's The Deserted Village (and other poems). 11. Goldsmith's The Traveler (and other poems). 12. Goldsmith's The Vicar of Wakefield. 13. Gray's Elegy in a Country Churchyard. 14. Hawthorne's The House of the Seven Gables. 15. Irving's The Tales of a Traveler (selections). 16. Lamb's The Essays of Elia (selections). 17. Lincoln's Speeches (selections). 18. Macaulay's Lays of Ancient Rome. 19. Parkman's The Oregon Trail. 20. Poe's The Gold Bug (and other tales). 21. Pope's The Iliad (selected books). 22. Scott's Kenil-

worth. 23. Scott's Marmion. 24. Scott's The Talisman. 25. Shakespeare's A Midsummer Night's Dream. 26. Shakespeare's The Merchant of Venice. 27. Shakespeare's Much Ado About Nothing. 28. Shakespeare's Romeo and Juliet. 29. Shakespeare's The Tempest. 30. Shakespeare's Twelfth Night. 31. Southy's The Life of Nelson.

For the Third Year of Academy of High School 1. Arnold's Poems (selections). 2. Arnold's Sohrab and Rustum. 3. Bacon's Essays (selections). 4. Browning's Poems (selections, poems more difficult than those recommended for the First Year work). 5. Browning's (Elizabeth Barret) Poems (selections). 6. Byron's Chide Harold's Pilgrimage, Cantos I and II. 7. Chaucer's Prologue to the Canterbury Tales. 8. Chaucer's Knight's Tale. 9. Chaucer's Nun's Priest's Tale. 10. Chaucer's Squiere's Tale. 11. Chesterfield's Letters (selections). 12. Cowper's The Task, Books I and II. 13. Curtis's The Public Duty of Educated Men. 14. Defoe's The Journal of the Plague. 15. De Quincey's Joan of Arc and The English Mail Coach. 16. De Quincey's The Flight of a Tartar Tribe. 17. Dryden's Alexander's Feast (and other poems). 18. Dryden's Palamon and Arcite. 19. Emerson's Essays (selections). 20. Emerson's Nature. 21. Franklin's Autobiography. 22. Goldsmlth's She Stoops to Conquer. 23. Goldsmith's The Good-Natured Man. 24. Holmes's Poems (selections). 25. Irving's The Alahambra (selections). 26. Irving's The Life of Goldsmith. 27. Job. 28. Keat's The Eve of St. Agnes (and other poems). 29. Lamb's Essays of Elia (selections). 30. Pope's The Rape of the Lock and Epistle to Arbuthnot. 31. Ruskin (selections from works). 32. Ruskin's Sesame and Lilies. 33. Shakespeare's King Henry IV, Part I. 34. Shakespeare's King Henry V. 35. Shakespeare's King John. 36. Shakespeare's Julius Caesar. 37. Shakespearc's Othello. 38. Shelly's Poems (selections). 39. Spencer's The Faerie Queene, Book I. 40. Tennyson's Enoch Arden, The Palace of Art, and other poems. 41. Tennyson's The Idylls of the King. 42. Tennyson's The Princess. 43. Thackaray's The Roundabout Papers (selections). 44. Thoreau's Walden. 45. Wordworth's Poems (selections from simpler lyrics). 46. Wordworth's Michael.

For the Fourth Year of Academy or High School 1. Arnold's Culture and Anarchy (selections). 2. Burke's Thoughts on the Present Discontents. 3. Burke's Reflections on the French Revolution (selected passages). 4. Burke's Speech on American Taxation. 5. Burke's Speech on Conciliation with the American Colonies. 6. Carlyle's Essay on Burns. 7. Carlyle's Heroes and Hero Worship (selections). 8. Emerson's The American Scholar. 9. Macaulay's Essay on Addison. 10. Macaulay's Essay on Lord Bacon. 11. Macaulay's Essay on Boswell's Life of Johnson. 12. Macaulay's Essay on Byron. 13. Macaulay's Essay on Warren Hastings. 14. Macaulay's Essay on Lord Clive. 15. Macaulay's Essay on Milton. 16. Macaulay's Essay on Samuel Johnson. 17. Milton's Minor Poems. 18. Milton's Paradise Lost (Books I, II). 19. Milton's Samson Agonistes. 20. Newman's (John Henry) Works (selections). 21. Pope's Essay on Criticism. 22. Shakespeare's King Henry VIII. 23. Shakespeare's Hamlet. 24. Shakespeare's King Lear. 25. Shakespeare's Macbeth.

26. Shakespeare's King Richard III. 27. Shakespeare's The Winter's Tale. 28. Tennyson's In Memoriam. 29. Washington's Farewell Address. 30. Webster's First Bunker Hill Oration. 31. Webster's The Reply to Hayne. 32. Wordsworth's Prelude. 33. Wordsworth's The Excursion, Book I.

The above list is intended merely to indicate the representative works that may very profitably be read in the years to which they are here assigned. The more difficult should be read largely or wholly in the classroom; the simpler may be assigned for outside reading.

Mathematics—(a) *Algebra*, including numbers, equations, the fundamental operations, fractions, factoring, solution of problems, simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs (1 unit).

(b) *Algebra* including a review of the fundamentals and a thorough study of radicals, imaginaries, logarithms, variation, the progressions, binomial theorem (½ unit).

(c) *Plane Geometry*, including rectilinear figures, the circle, proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle (1 unit).

(d) *Solid Geometry*, including lines, planes, angles, polyhedrons, cylinders, cones, spheres (½ unit).

History—Ancient History, to 800 A. D., with special reference to Greek and Roman History (1 unit). Mediaeval and Modern History, from 800 A. D. to the present time (1 unit). Elementary course in English History (½ unit). A High School course in American History and Civics will count as 1 unit. Where Ancient, Mediaeval, and Modern History are given in a single year's course, one unit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War with prose composition (2 units). Six orations of Cicero, including four against Catiline; prose composition (1 unit). The first six books of Virgil's Æneid and a knowledge of prosody (1 unit).

Greek—Grammar, Anabasis Book I (1 unit). Anabasis, Book II, and three books of the Iliad; prose composition (1 unit).

German—Grammar and careful drill on pronunciation. Besides the reading of the first year the student should have read from 150 to 200 pages of easy narrative prose. He should have done considerable easy composition (2 units). An additional credit of one unit may be allowed for advanced work in German.

Physics—The subject must include elementary mechanics, heat, sound, light, electricity, and magnetism. A standard up-to-date text must be used. The laboratory work must be adequate for a thorough understanding of the course. The student should perform at least 35 experiments (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughout the year (1 unit).

The College Courses

The total number of semester hours required for graduation is one hundred and twenty-eight. Of this total forty-five semester hours must be done in specified subjects. Freshmen must take six hours of English, eight hours of mathematics, two hours of Bible, and two hours of public speaking, a total of eighteen hours. Sophomores are required to take six hours of history, four hours of economics, two hours of Bible, a total of twelve hours. Junior requirements are eight hours of psychology, four hours of apologetics, a total of twelve hours. The only requirement for the Seniors is three hours of ethics.

BACHELOR OF ARTS DEGREE

Candidates for the bachelor of arts degree entering with three or more years of foreign language will be required to complete in college two years work in one ancient language. If a student presents for entrance less than three years of foreign language, he will then be required to do three years work in ancient language. One year of laboratory science with eight credit hours will be required in this course and, finally, a major of thirty hours or a combined major of forty hours. Majors are to be chosen from the following list: English and public speaking, social science and history, philosophy and education, Latin, Greek, German. Combined majors may be chosen in ancient or modern languages.

BACHELOR OF SCIENCE DEGREE

Students entering with three or more years of foreign language will be required to complete two years in one modern language. Those entering with less than three years of foreign language must complete three years work in modern language. At the end of the freshman year candidates for this degree must choose a major of thirty hours in physics and mathematics, chemistry, or biology, or a combined major of forty hours in laboratory science.

No student entering as Freshman shall be allowed to graduate in less than eight semesters of residence work unless his average grade for his course has been 85 per centum or higher; and students entering later than the first semester of Freshman year shall be subject to the same requirement as to quality of their work in residence.

ORDER OF REQUIRED COURSES

Freshman

Bible, one semester	2 hours
English, two semesters	6 hours
Mathematics, two semesters	8 hours
Public Speaking, one semester	2 hours

Sophomore

Bible, one semester	2 hours
Economics, one semester	4 hours
History, two semesters	6 hours

Junior

Apologetics, two semesters	4 hours
Psychology, two semesters	8 hours

Senior

Ethics, one semester	3 hours

BIBLICAL HISTORY AND LITERATURE; CHRISTIAN EVIDENCES; ETHICS

Professor Oxtoby

No one is liberally educated who does not know the Bible. Therefore the great value of a knowledge of Biblical literature and history is emphasized by the Biblical Department. But the aim is to do more than teach facts about the Bible and give the student a certain amount of Biblical information. The purpose of the Bible courses is to lead the student to know the real significance of Bible study in character formation and in the political, social, and religious life of today. Stress is laid upon the importance of the Christian Church in bringing in the Kingdom of God, and it is shown that in the Church the student has the greatest, fullest opportunity for fellowship and unselfish service. In all the Biblical teachings it is suggested to the student that there are wonderful things in store for him as he goes on in his Bible study. He is made to feel that he is but on the threshold, and that treasures await him if he will but enter.

12. Old Testament History And Literature—In this course the outstanding events, great characters, and religious truths of the Old Testament are emphasized. *Required of Freshmen. Second semester. Two hour.*

21. New Testament—The Life and Teachings of Christ. *Required of Sophomores. First semester. Two hours.*

31-32. Christian Evidences—This course embraces an examination of the historical character of the New Testament and a consideration of the grounds of theistic and Christian belief. A survey of Christian missions is included. *Required of Juniors. Two semesters. Two hours.*

41. Ethics—The history of ethics in theory and practice. The beginnings and growth of morality. The theory of morality. Personal and public morality. Christian ethics. Text books, lectures, discussions, reports on assigned readings, and papers on special topics. *Required of Seniors. First semester. Three hours.*

33. Sunday School Methods—A consideration of the history, ideals, organization, methods, equipment, and curriculum of the modern Sunday School, with special emphasis upon the use of Biblical material. *Elective open to Juniors and Seniors. One semester. Three hours.*

BIOLOGY

Professor Gilmore

11. Zoology—This course takes up the study and dissection of representatives of the invertebrate groups, including life, history, habits, and distribution. *First semester. Two hours recitation and four hours laboratory work.*

12. Zoology—A continuation of 11 work being limited to the vertebrate groups. One lecture each week will be given to discussion and reference on the evidences of organic evolution. *Second semester. Three hours recitation and two hours laboratory work.*

The following electives are open to students who have completed courses, 11 and 12.

21. Comparative Anatomy of Vertebrates—Dissection, recitations and reference work on the anatomy of the vertebrates. *First semester. Two hours recitation and four hours laboratory work.* (Given 1916-1917.)

22. Systematic Zoology—Collection and classification of animals of this locality. Special attention is given to the life of the water. *Second semester. One field trip, two hours laboratory work and two hours recitation or lecture.* (Given 1916-1917.)

23. Animal Histology—A course in the study of animal tissues, with special reference to vertebrates. Considerable attention is given to staining and mounting of slides. *First semester. Two hours recitation, four hours laboratory work.* (Not given 1916-1917; given 1917-1918.)

24. Vertebrate Embryology—Study of the development of the frog and the chick. *Second semester. Two hours recitation, four hours laboratory work.* (Not given 1916-1917; given 1917-1918.)

27. Bacteriology—Study of the general characteristics of bacteria; methods of analysis of water, milk, foods, etc. Special stress is laid on problems of sanitary science. *First semester. Two hours recitation, four hours laboratory.*

28. Botany—Study of representatives of the great groups of plants as to structure, classification, and ecology. *Second semester. Two hours recitation, four hours laboratory.*

13. Human Physiology—A recitation and lecture course for the general student. *First semester. Two hours recitation. No prerequisite.*

All courses will be accepted toward a major in Biology. All courses except 13 will be accepted toward a combined major in Science.

CHEMISTRY

Professor Overman

To fulfill the requirements for a major subject in this department courses 11-12, 21-22 and 31-32 must be completed. The remaining credits required may be obtained in any of the other courses offered in the department.

Any of the courses may be counted toward the requirements for a combined major in the sciences.

11-12. Introductory Inorganic Chemistry—*First semester:* A study of the fundamental principles and laws of Chemistry. Oxygen, hydrogen, nitrogen, carbon, the halogens and their commoner compounds are studied in detail. *Second semester:* Sulphur, phosphorus, the metals and their compounds, qualitative reactions of the metallic ions and analysis of numerous unknowns involving these reactions. McPherson and Henderson—A Course in General Chemistry; Dennis—Problems in Inorganic Chemistry; Mathers—Laboratory Manual of Qualitative Analysis. *Two semesters. Two hours lecture and four hours laboratory.*

21-22. Qualitative and Quantitative Analysis—*First semester:* Qualitative reactions of the acidic ions and analysis of unknowns involving these reactions. Analysis of salts and minerals. *Second semester:* Gravimetric and volumetric determinations. In the volumetric analysis the student is required to prepare and standardize several solutions and determine the value of several unknown solutions. *Open to all students who have completed course 11-12. Two semesters. One hour lecture and six hours laboratory.*

24. Foods—An elementary study of foods and food values. Methods for the detection of common adulterants. *Open to students who have completed course 21. Second semester. Two hours lecture and four hours laboratory.*

31-32. Organic Chemistry—*First semester:* Preparation of aliphatic compounds and study of their properties. *Second semester:* Preparation of compounds of the carbocyclic series and study of their properties. Remsen—Organic Chemistry; Orndorff—Laboratory Manual of Organic Chemistry. *Open to students who have completed courses 21 and 22. Two semesters. Two hours lecture and six hours laboratory.*

33-34. Advanced Quantitative Analysis—Analysis of coal, iron, steel, brass, bronze, alloys, limestone, felspar, and ores. *Open to all students who have completed courses 21 and 22. Two semesters. One hour lecture and six hours laboratory.*

41-42. Advanced Inorganic Chemistry—A study of the classification of the elements according to the Periodic law. The rarer elements and compounds are studied in detail. Mellor—Modern Inorganic Chemistry; Ostwald—Principles of Inorganic Chemistry; Erdmann—Lehrbuch der Anorganischen Chemie. *Open to students who have completed or are registered in course 31-32. Two semesters. Two hours lecture.* (Not given 1917-1918).

43-44. Physical Chemistry—A general study of the laws governing chemical phenomena, and of the theoretical principles and some of the practical applications of electro-chemistry. *Open to students who have completed or are registered in course 31-32. Students in this course should have completed the work in Mathematics through course 33 and Physics course 11. Two semesters. Two hours lecture and recitation.* (Given 1917-1918).

ECONOMICS AND SOCIOLOGY

Professor Hochstetler, Mr. Day

31. **Economics**—A general survey of the subject based on some text-book, supplemented by assigned readings and exercises. *Required of Juniors. One semester. Four hours.*

Elective Courses

32. **Money and Banking**—A study of the principles of money and prices. Monetary history of the United States. The functions of a bank and the principles governing note issue, deposit currency, loans and discounts, reserves, clearing houses, etc. The banks of England, France, Germany, and Canada. The First and Second Banks of the United States, state banks, and national banking system of the United States. *One semester. Three hours.*

33. **Corporations and Trusts**—The causes of industrial combination. The forms of combination, the pool, the trust, the holding company, and the simple corporations. Problems arising out of the movement toward combination and remedies proposed. A wide range of assigned reading. *One semester. Three hours.*

34. **Corporation Finance**—A consideration of the principles and methods of corporate organization, capitalization, and procedure. Among the subjects studied are those of the incorporation and internal organization of a typical corporation, the raising of funds through the sales of stocks and bonds, receiverships, and reorganizations. *One semester. Three hours.*

35. **Socialism and Social Reform**—A careful study of those plans of social betterment which call for either a reorganization of society or a considerable extension of the functions of the state. A historical study of early communistic theories and experiments. A critical examination of the theories of the leading socialistic writers. Anarchism; the single tax movement; public ownership; Christian socialism. *One semester. Three hours.*

37-38. **Sociology**—An introduction to theoretical and practical sociology. Definition of the science; consideration of the subject matter of sociology and the fundamental social phenomena. The social person; social institutions; social origins; social control; poverty and the social treatment of crime. A wide range of reading from standard texts and from current literature on the subject. *Two semesters. Three hours.*

EDUCATION

Professor Harris

By recent changes in the South Dakota school law, Education is ranked as a college subject. The following courses are offered by the Department of Education to those candidates for the bachelor's degree who wish to receive in course sufficient pedagogical and professional training to entitle them to receive a State Teacher's Certificate upon graduation from the College. The courses outlined below are also offered and recommended to all candidates for the bachelor's degree. The subject of Education has become a very large and complex one.

It is a practical application to a great and important field of human endeavor of the principles of biology, psychology, philosophy, sociology, and the facts of history. As such it is presented to students as an integral part of the liberal arts course which aims to make every study a liberalizing discipline, which, in addition to its practical utility, has a broad and definite cultural value.

21. History of Education—This course includes a brief survey of education in ancient, medieval, and modern times; the more important topics in the development of American education; a survey of present educational systems; and readings upon the more important special periods and leaders. *Elective open to Sophomores, Juniors, and Seniors. First semester. Three hours.*

22. Methods of Teaching—A consideration of principles underlying the science of teaching. Methods of thinking are studied in order to give students some definite ideas on the psychology of thinking and teaching. The functions and conduct of the recitation are also considered. *Elective open to Sophomores, Juniors, and Seniors. Second semester. Three hours.*

41-42. Principles of Education—A study of education as a science. The physiological, the psychological, and the sociological aspects of education are outlined. The foundations of education are laid in the relations of the individual to his environment. Considerable attention is given to the educational implications of the principles of organic evolution. Typical statements of the aim of education are presented and criticized. The aim of education is determined by the meaning of education. A study is made of the primary instincts and their social value and the relation of self-realization to social efficiency. In studying the course of individual development, attention is given to the interrelation of mind and body, to the growth and development of mind, to instincts, imitation, suggestion, play, memory, habit, heredity, the significance of adolescence, work, fatigue, hygiene, etc. The educational values of studies are presented with some care. In the second semester, attention is directed especially to problems of secondary education. The work consists of lectures, recitations, assigned readings, and reports. Emphasis is laid on the importance of students' developing acquaintance with the literature of the subject. Works of Ruediger, Bolton, Bagley, O'Shea, Horne, Butler, Thorndike, Eliot, DeGarmo, Hall, Dewey, Judd, Fiske, and other important writers are at the command of the students. *Elective open to Seniors and to Juniors by special permission. Two semesters. Three hours.*

ENGLISH

Professor Jones

(A) ENGLISH LANGUAGE

11 (a). Essays on College Life and Problems—The study of typical essays setting forth various theories of the purpose and method of college education and its relation to the mental and moral development of the student. Recitations. Outside readings, and papers on various themes connected with the general subject. *Required of all Freshmen. First semester. Three hours.*

11 (b). Oral Composition—See Public Speaking, Course No. 11.

12. Composition, and Analysis of Literary Forms—An elementary course in the writing of the various types of prose, together with training in the essentials of mechanics of style. Text. Discussions. Frequent essays. Library readings for breadth of outlook on literature. *Required of all Freshmen. Second semester. Three hours.*

36. The Short Story—A study of typical examples of the form. Lectures upon the history and development of the short story in English. Writing of short stories as auxiliary to the study of the literary type. *Open to Juniors and Seniors and to others in special cases. Second semester. Three hours.*

(B) ENGLISH LITERATURE

21-22. The History of English Literature—A course in the origin and development of English literature. Lectures upon the chief writers, their times, their works, and their influence. Elementary discussion of the principles of literary criticism. A large amount of reading of English masterpieces will be required, for study and for report. A special feature of the course is a series of stereopticon lectures on the literary shrines and landmarks of England. *Open to students who have had Courses 11 and 12 or their equivalent. Two semesters. Three hours.*

31-32. Shakespeare and the English Drama—A careful study of selected plays. In the first semester will be read six or seven of the Comedies and two or three of the Histories. In the second semester the work will cover four or five of the great tragedies. Some library reading will be required, and there will be frequent reports upon topics suggested by the classroom work. Stereopticon lectures will make clear the chief features of Elizabethan life and the theatrical conditions of the time. *Open to Juniors and Seniors. Should be preceded by course 21-22. Two semesters. Three hours.*

This course counts as a major in the English and Public Speaking group.

35. The English Novel—A course in the structure and elements of the novel as a literary type. Lectures on the development of the novel in English literature. Detailed study of representative English novels. Considerable collateral reading will be required, some original research, and a thesis. *One semester. Three hours.*

33-34. Victorian Literature—A study of the literature of England from 1830-1900. Lectures on the earlier nineteenth century forces and movements as related to the subsequent literature of the century Chief attention will be paid to the leaders of the thought of the time and to those literary works that best expressed the spirit and tendencies of their age. *Open to Juniors and Seniors. Two semesters. Three hours.*

This course counts as a major in the English and Public Speaking group.

41. American Literature—A course in the history, development, and literary significance of American literature. Study of chief writers. Lectures upon literary periods and conditions, and upon individual authors. Library reading with essays and reports an important feature. Should be preceded by Course **21-22**. *Open to Seniors and Juniors, and to others in special cases. One semester. Three hours.*

FRENCH

Miss Radford

11-12. French I—Grammar and composition, Fraser and Squair. Easy reading. Bruno's Le Tour de la France. De Maistre's Les Prisonniers du Caucase. Mérimée's Carmen. Dumas' La Tulipe Noire. Dictation and conversation. *Two semesters. Four hours.*

21-22. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, de Maupassant, France, About, Balzac, Loti, Sand, Dumas, and Hugo, will be read. Pellissier's Précis de l'histoire de la littérature francaise. Composition and conversation. *Two semesters. Four hours.*

31. French III—(a) The purpose of this course is to give a brief survey of the history of French literature with special emphasis upon the nineteenth century. A careful study of the literary characteristics of Hugo and Balzac will be made. *Explications des textes* both in prose and poetry. Reports. *First semester. Three hours.*

32. French III—(b) A careful study of the three great dramatists Corneille, Racine, and Moliére. There will be a thorough study of the history and technique of the drama with special reference to the age of Moliére. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

33. A Course in French Phonetics—With conversation and composition. *Three hours.*

A combined major for modern language will involve 16 hours French and 24 hours German.

GEOLOGY

Professor Overman

This course may be counted toward the requirements for a combined major in the sciences, but may not be counted as the year of science required for the degree of Bachelor of Arts.

31-32. General Geology—*Dynamical Geology*, a consideration of the facts and principles concerning the various dynamical agents, such as wind, running water, moving ice, volcanic activities, etc., which operate upon the earth and modify its outer portion. *Structural Geology*, a study of the nature, properties, relations, and positions of the component rock masses of the outer part of the earth. *Historical Geology*, a study of the sequence of the events which have happened to the earth in the past, as revealed by the rocks and fossils. Pirsson and Schuchert—Textbook of Geology. *Open to students who have completed Chemistry 11-12 or Zoology 11. Two semesters. Three hours.*

GERMAN

Professor Reid

11-12 Beginning German—Zinnecker's Deutsch fur Anfanger and Al len's Daheim. The essentials of grammar with practice in reading, speaking, and writing German. *Two semesters. Five hours.* This course does not count toward a major in German.

21-22. Freshman-Sophomore German—Gronow's Geschichte und Sage furnishes grammar review, composition and historical background. The other books studied in class illustrate periods of German history. Easy stories are assigned for outside reading. *Open to students who have completed course 11-12, Academy course IV, or two years high school German. Two Semesters. Four hours.*

31-32. Sophomore German—This is a reading course, with composition (partly independent), conversation and grammar review. The texts read are chosen mainly to illustrate various stages in the development of German literature, and are studied with reference to their literary quality; though a little scientific German is sometimes added. *Prerequisite course 21-22. Two semesters. Four hours.*

41-42. Literature Course—Either (a) a thorough study of one of the classic authors and his work, or (b) a survey of nineteenth century literature. *Prerequisite, course 31-32. Two semesters. Four hours.*

43-44. Composition and Conversation—Allen's German Life. Boezinger's Mundliche und Schriftliche Ubungen. Bishop and McKinlay's Deutsche Grammatik. German newspapers and magazines. *Prerequisite ,course 31-32. One semester. Three hours.* (Given 1916-1917)

45-46. Teachers' Course—Practical phonetics, methods of teaching beginning classes, and a review of grammar with reference to such teaching. *Prerequisite, course 31-32. One semester. Three hours.*

47-48. Scientific German—A scientific reader, with reports on assigned subjects. *Prerequisite, course 31-32. One semester. Three hours.*

GREEK

Professor Notestein

11-12. Beginning Greek—Grammar, Reader, conversation, Anabasis. *Two semesters. Five hours.*

21-22. Second Year Greek—Anabasis continued, review of grammar, composition, conversation, Iliad Bks. 1-3. *Prerequisite, Courses 11-12. Two semesters. Five hours.*

31. Greek Drama and Oratory—Euripides' Alcestis and an oration of Demosthenes. *Prerequisites, Courses 21 aud 22. One semester. Four hours.*

32. Greek Philosophy—Plato's Apology, Crito, selections from the Phaedo. *Prerequisite, Courses 21 and 22. One semester. Four hours.*

41. Greek Drama—The Antigone of Sophocles, or the Prometheus Bound of Aeschylus. *Prerequisite, Courses 31 and 32. One semester. Three hours.*

42. Greek History—Herodotus or Thucydides. *Prerequisite, Courses 21 and 22. One semester. Three hours.*

43-44. New Testament Greek—John's Gospel, Pauline Epistles. *Prerequisite, Courses 21 and 22. Two semesters. Three hours.*

45. Greek Life and Literature—*One semester.*

46. Greek Art and Antiquities—*One semester.*

Knowledge of Greek not required for courses 45 and 46. Both courses will be made one, two or three hour courses according to the election of the class.

A combined major, unless otherwise arranged with the departments, will consist of Latin 16 hours, Greek 24 hours.

HISTORY

Professor Hochstetler

21-22. English History—A course tracing the political, social, and constitutional development of England from the earliest period to the present time. Particular attention is given to the present English problems with an historical explanation of the same. This being the only course required of college students, is designed to introduce the students to modern historical methods. Considerable stress is laid on investigation and the preparation of oral and written reports. *Required of Sophomores. Two semesters. Three hours.*

Electives Open to Juniors and Seniors

31. Renaissance and Reformation (1300-1600)—This course, after considering briefly the institutions of the feudal period, treats the period of the Renaissance and the Reformation. The aim of the course, aside from giving an intensive knowledge of the subject, is to develop independence in acquiring well-founded information. Part of the time is occupied in preparing oral and written reports. The recitations are supplemented by lectures. *One semester. Three hours.*

32. History of Civilization—An outline of the contributions to civilization by the Oriental peoples, followed by the history of civilization in Europe. In this course are traced the various causes and forces—intellectual, moral, political, social, and industrial—which have made the Europe of today. *One semester. Three hours.*

33. Modern History (1789-1848)—This course after treating briefly the industrial, social, and political conditions of Europe of the eighteenth century treats the period of the French Revolution with particular reference to its causes and final results. Special stress is laid upon tracing the effects of the French Spirit in later Eueopean politics, and the international relations established by the Treaty of Vienna. *One semester. Three hours.*

34. Modern History (1848)—A course dealing with the modern political problems of Europe, attempting to explain them historically. Much attention is given to a correct interpretation of current events. Lectures and recitations alternating. *One semester. Three hours.*

35. American History—A course in American History dealing as far as possible with original sources. This course treats chiefly the early colonia period. *One semester. Three hours.*

NOTE—If elected by a sufficient number a course on American Nationa History will also be given.

HURON COLLEGE, HURON, SOUTH DAKOTA

LATIN

Professor Haile

The courses in Latin are designed not only to train students to read and enjoy the classical authors but also to awaken in them an intelligent interest in the great tradition of Latin culture and humanity. To this end constant use is made of such books as Sandys' *Companion to Latin Studies* and *History of Classical Scholarship.* Since a large proportion of those who study Latin in college intend to become instructors in secondary schools, care is taken that such students shall be made familiar with the best and most up-to-date methods of secondary instruction, and that they shall be thoroughly equipped with the vocabulary and the knowledge of syntax which are necessary for successful work. The Freshman course is confined strictly to prose, the Sophomore course to poetry; these two courses have been planned to give to students who finish only two years of college Latin at least an introduction to all which is best and most famous in Latin literature and tradition.

11-12. First Year Latin—Accidence and syntax. Conversation and prose composition. Reading from Nepos' *Lives,* Caesar's *Gallic War,* and Ovid's *Metamorphoses.* Open to students who have entered college without Latin. *Two semesters. Five hours.*

21-22. Second Year Latin—Reading from Cicero's *Orations* and from Virgil's *Aeneid.* Prose composition. Open to students who have had course 11-12 or its equivalent. *Two semesters. Five hours.*

13. Essays and Letters—Cicero's *De Senectute* and *De Amicitia.* An essay of Seneca. Selections from the letters of Cicero and Pliny. A brief outline of the history of philosophy at Rome. English readings in *A Companion to Latin Studies,* in Wilkins' *Roman Literature,* and in Plutarch's *Lives.* The art of rendering Latin in good English. Prose composition and word-formation. Practice in the English pronunciation of Latin, to enable the student to pronounce correctly professional Latin and the Latin words, phrases, and proper names which occur in English discourse. *Freshman course. First semester. Four hours.*

14. Roman History—Sallust, Livy, Tacitus. English readings in *A Companion to Latin Studies,* in Mommsen's *History of Rome,* and in Plutarch's *Lives.* Style in Roman historical writers: the influence of poetry on prose. *Freshman course. Second semester. Four hours.*

23. Comedy and Satire—Comedies of Plautus and Terence. Selections from the satires of Horace and Juvenal and from the epigrams of Martial. English readings in Sellar's *Roman Poets. Sophomore course. First semester. Four hours.*

24. Lyric, Elegiac, Pastoral, and Didactic Poetry—Horace's *Odes.* Selections from Catullus, Tibullus, Propertius, and Ovid, and from Virgil's *Eclogues* and *Georgics.* English readings in Sellar's *Roman Poets. Sophomore course. Second semester. Four hours.*

25-26. Colloquium Latinum—Seminar for practice in the use of Latin. This course is conducted entirely in Latin. Conversation and written exercises. *Two semesters. One hour.*

Junior and Senior Electives

Of the four courses which are listed below it is not anticipated that more than one will be offered in the same year. Selection will be made to suit the necessity and wishes of advanced students.

31. **Republican and Augustan Prose**—Cato, Cicero, Varro, Sallust, Livy. Passages set for private reading. *First semester. Three hours.*

32. **Republican and Augustan Poetry**—Ennius, Lucretius, Catullus, Virgil, Horace, Tibullus, Propertius, Ovid. Specimens and fragments of early Latin. Passages set for private reading. Literary activity at Rome under Augustus: the circle of Maecenas. *Second semester. Three hours.*

33. **Post-Augustan Prose**—Quintilian, Petronius, Seneca, Apuleius, Tacitus, Suetonius, Velleius Paterculus, Valerius Maximus, *Scriptores Historiae Augustae.* Passages set for private reading. *First semester. Three hours.*

34. **Post-Augustan Poetry**—Lucan, Flaccus, Statius, Persius, Juvenal, Martial, *Pervigilium Veneris.* Passages set for private reading. *Second semester. Three hours.*

35-36. **Roman Drama**—The comedies of Plautus and Terence and the tragedies of Seneca. As many as possible of the plays will be read at lectures; others will be set for private reading. The origin and history of Greek and Roman drama. Metres. *Two semesters. Three hours.*

41-42. **Teachers' Course**—Selections from Caesar, Cicero, and Virgil, and from other authors whose works are commonly read in secondary schools. Accidence, syntax, and vocabulary of classical Latin. The quantitative method of pronouncing Latin verse. Methods of teaching Latin in secondary schools. *Two semesters. Three hours.*

Courses in English Open to All College Students

43. **Latin Literature**—The history of the Latin language and literature from their beginning to the renascence of learning. *First semester. One hour.*

44. **Roman Antiquities**—The life, art, civilization, law, religion, and industries of the ancient Romans. Extant monuments. Platner's *Ancient Rome. Second semester. One hour.*

Collegium Palatinum

Members of the department of Latin and all other students who have had sufficient preparation are eligible for membership in the Palatine Club. It meets at regular intervals throughout the year for rapid reading of Latin text and for discussion of matters of interest to classical students.

LIBRARY SCIENCE

Miss McIntire

32. **Elementary Course**—Principles of classification, arrangement and use of books, including the use of catalogues, indexes and government material. General information concerning the care of small school libraries. *Open t Seniors and Juniors. Second semester. One hour.*

MATHEMATICS

Professor Myers

11. **Trigonometry**—Development of formulae, use of tables, and the solution of triangles. Emphasis is laid upon the application of this study to simple problems in measurements and to its use in engineering and other sciences. *Required of Freshmen. First semester. Four hours.*

12. **College Algebra**—Review of quadratics, graphic representation of equations of the first and second degree, radicals, complex numbers, mathematical induction, and the elementary theory of equations. *Required of Freshmen. Second semester. Four hours.*

21. **Analytic Geometry**—A continuation and extension of the study of the relation between equations of curves and their graphic representation with special attention to the development of the standard equations of the straight line and of conics. Emphasis will be placed upon the solution of problems. *Prerequisites, courses 11 and 12. First semester. Four hours.*

22. **Elementary Calculus**—The development of the more common formulae for both differentiation and integration, simple problems in maxima and minima, with other applications of the calculus. The aim of the course will be to introduce the student to the method of the calculus and its wide application to problems in science and engineering. *Prerequisite course 21. Second semester. Four hours.*

33. **Advanced Calculus**—All the standard formulae developed and used, reduction of integrable forms to standard types, geometric and analytic definitions of integration, with many problems from geometry, physics and other sciences. *One semester. Three hours.* (Given in 1916-17 and alternate years.)

24. **Differential Equations**—The solution of many types of differential equations of the first and second orders. *One semester. Three hours.* (Given in 1916-17 and alternate years.)

31. **Astronomy**—A course in descriptive astronomy with only so much mathematics as can be comprehended by one who has had the freshman courses; the earth and its motions, the moon, the sun and planets, comets and meteors, stars and nebulae. *Prerequisites, courses 11 and 12. First semester. Three hours.*

32. **Surveying**—The use of the level and transit, general principles of land surveys, platting. *Prerequisites, Courses 11 and 12. Three hours a week of class room work for the first six weeks and six hours a week of field and office work for the remainder of the semester.* (To be given in 1917-18 and alternate years.)

43. **Solid Analytics**—Co-ordinate geometry of three dimensions. *Prerequisite, course 21. One semester. Three hours.*

44. **Theory of Equations**—A continuation of the subject matter of college algebra for those who have attained a certain mathematical maturity. *Open to students with two years of college mathematics. One semester. Three hours.*

Courses 43 and 44 will be given whenever a class of not less than three students desire the course.

MUSIC

Miss Deming and Miss Finley

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing courses leading to the degrees of A. B. or B. S. as indicated below. But not more than four semester hours may be elected by college students in any one year.

31-32. Harmony—Study of intervals and musical notations, the formation of the triad and chord connection. Chords of the seventh, modulation and keyboard work. Systematic harmonizing of melodies which modulate. Study of non-harmonic tones such as suspensions, retardations, appogiaturas anticipations, passing tones, embellishments. Writing of single and double chants, chorals. *Elective to Juniors and Seniors. Two semesters. Two hours.*

33-34. Theory of Music—A study of the principles of acoustics, perception of sound, overtones, rhythm, notation, figure treatment. Thematic, rhythmic, and harmonic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, Canon, Fugue, and the various vocal forms. *Elective to Juniors and Seniors. Two semesters. One hour.*

35-36. History of Music—Ancient and mediaeval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music. Development of the various musical instruments, the Opera and the Oratorio. History of the classic and romantic periods. Modern music and musicians. *Elective to Juniors and Seniors. Two semesters. One hour.*

PHILOSOPHY AND PSYCHOLOGY

President Gage

31-32. General Psychology—An introductory course in general psychology intended to acquaint students with the essential facts of their own conscious life and the general constituents of human nature. By means of oral and written recitations, demonstrations, elementary experiments performed by members of the class and occasional lectures on special topics, the fundamental facts and laws of mind are studied. James' Psychology (briefer course), Judd's Psychology, Thorndike's Elements of Psychology, and Seashore's Elementary Experiments in Psychology are used as texts. The subject is presented topically in the following order: Problems and methods of psychology, the psycho-physical organism, neural action and habit, consciousness, attention, sensation, perception, images, association, memory, conception, judgment, reasoning, feeling, reflex action, impulse, instinct, emotion, volition, interest, desire, the self, menta development, abnormalities of consciousness such as dreaming, hypnosis anc insanity. Applications to the psychology of teaching and learning, menta hygiene, advertising, evidence, and other practical problems are emphasize whenever it is possible to do so. Students will find the course in elementar biology, No. 11, useful in preparing for this year's work. Members of th class are required to prepare and hand to the instructor written abstracts of the material on each topic as it is treated in each of the above texts. In the Library are duplicate copies of other texts from which abstracts of a few topics are required. A written test on each topic is given when it has been completed. *Required of all Juniors. Two semesters. Four hours.*

33. **Logic**—An introductory course in formal and practical logic. Traditional logic, including the laws of thought and forms of the syllogism, is first studied. Following this the principles of deductive reasoning are applied to the methods of scientific investigation. The course concludes with a study of statistical data, the laws of evidence, the logic of probability and certainty. Throughout the course much attention is given to the detection of fallacies, examples drawn from many sources being used. Skill in the accurate use of terms and in logical statement is a main object of the course. Hibben's Logic, Deductive and Inductive, is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours.*

34. **Aesthetics**—This course is not a history of Art. It is an elementary and general study of the principles of Art and aesthetical appreciation from the viewpoints of psychology and philosophy. It should help students to understand and appreciate Art. The genesis and differentiation of the various arts is briefly traced and the characteristics of the different forms of Art are noted. Attention is given to the individual and social values of Art, the relations of form and content, the artistic imagination, and the relation of the aesthetic consciousness to the intellectual, the moral, and the religious life. The nature of the art-impulse and its place in life is studied. The various theories of Art are stated and discussed. The beautiful, the sublime, the comic, the pathetic, and the other aesthetic categories are given as much definition as is possible. A practical application of definitions is made by reference to Nature, pictures, and literature. Some knowledge of instinct, emotion, imitation, play, attention and interest, pleasure and pain, and sensation is required for the successful pursuit of this course. Therefore it is open to those who have taken or who are taking the course in General Psychology, No. 31-32. No text is used. Lectures are given and members of the class prepare reports on assigned readings and write papers on special topics. The interests of the individual members of the class will to some extent determine the content of the course. *Elective. Second semester. Three hours.*

35. **Philosophy**—A course dealing with the problems and history of philosophy.

(a) *Introduction to Philosophy*—This portion of the course extends through the first six or eight weeks. It is intended to acquaint students with the nature of philosophical study, its systematic divisions, and characteristic problems. After a statement of the relation of philosophy to the various sciences, an outline of the problems of philosophy is presented to the class, each problem being briefly defined. The intention is to give students a clear and concise description of the different forms that philosophical systems have assumed in the past and to give them a knowledge of the rational, empirical, and critical methods of formulating a consistent view of the world.

(b) *History of Ancient and Mediaeval Philosophy*—The rise and development of the various attempts to gain a comprehensive view of realty is traced through the Greek, the Graeco-Roman, and the mediaeval periods. The origin and development of the fundamental problems of philosophy is noted, together with the progress that has been made toward their solution. Various philosophical tendencies are related to the national events and civilizations in which they arose. The time and attention of the class is occupied largely with the progress of Greek thought as expressed by the systematic philosophers, Democritus, Socrates, Plato, and Aristotle. Some time is devoted to the movements of thought in the period centering about the Christian era. The period of the Middle Ages is passed over more rapidly than the earlier period. But in each period it is the aim of the course to present with considerable detail the views of the principal thinkers on such problems as the validity of knowledge, the nature of virtue, the foundation of the State, and the nature and existence of God. Weber's History of Philosophy is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours.*

36. Philosophy—A continuation of Course 35; a History of Modern Philosophy. It is desired that Courses 35 and 36 be taken consecutively, but by special permission, the latter may be taken by those who have not completed the former. The methods of presentation and the aims are the same as in the preceding course. The philosophical systems of Descarte, Spinoza, Locke, Berkeley, Leibnitz, and Hume are studied with special care. The philosophy of criticism, with emphasis on Kant, is next considered. If time permits post-Hegelian tendencies will be indicated and by means of lectures something of the present status of philosophy will be outlined. *Elective open to Juniors and Seniors. Second semester. Three hours.*

PHYSICS

Professor Davidson

11. Mechanics, Molecular Physics and Heat—A careful study is made of the most important principles in these subjects, and the work of each lesson is supplemented by laboratory investigation of the principles taught. A minimum of 20 accepted experiments is required of each student. *Elective open to all who have completed or are taking Mathematics 11. First semester. Two hours recitation and four hours laboratory.*

12. Electricity, Sound, and Light—This course is a continuation of 11 and is conducted on the same plan.

21. Heat—Among the topics treated are: Continuity of state, Carnot's Cycle, First and Second Laws of Thermodynamics, Free Expansion of Gases, Pyrometers, Convection, Conduction, and Radiation. *Elective open to students who have completed courses 11 and 12. First semester. Two hours recitation and lecture, four hours laboratory.*

22. Light—This course includes a study of Optical Constants of Mirrors and Lenses, Aberration, Optical Instruments, Velocity of Light, Wave Theory of Light, Radiation, Interference, Diffraction, Polarization, Theories of Reflection and Refraction. *Elective open to students who have completed* *courses 11 and 12. Second semester. Two hours recitation and lecture, four hours laboratoy.*

PHYSICAL TRAINING

E. O. Williams

11-12. Physical Training I—An elementary course in gymnasium work designed to improve the physical condition of students. *Two semesters. Two hours. Credit one hour for the year.*

21-22. Physical Training II—Special training in Boxing, Wrestling, and Apparatus Work.

POLITICAL SCIENCE

Professor Hochstetler

41. Government and Politics in the United States—The historical development of the American government is traced by reference to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors and Juniors. One semester. Three hours.*

42. Comparative Government—The ancient governments of the Greek cities and of the Roman Empire are first briefly considered as an introduction to a study of the modern European state. The rest of the course is a comparative study of governments of the leading states of Europe, treating of the historical development and present form of administration in each. *Elective open to Seniors and Juniors. One Semester. Three hours.*

43. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events in British and American history illustrative of the principles involved are cited for investigation and discussion. *Elective open to Seniors and Juniors. One semester. Three hours.*

44. Political Theories—The historical development of the theories of the state are carefully traced. The various forms of the state are first considered with special reference to their respective times and peoples. The modern political ideas are then considered with special reference to the great world powers of today. *Elective open to Seniors and Juniors. One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomores or special students who have had the necessary preliminary courses.

PUBLIC SPEAKING

Assistant Professor Hunt

11. Oral Composition—Principles of effective speaking. Construction of the simpler types of formal address. Extemporaneous speaking. Declamation. Argumentation. Text. Assigned readings on current topics. *Required of all Freshmen. First semester. Two hours.* (See Freshman English, Course 11 (b).

21. Forms of Public Address—Analysis of orations. Study of distinct types of public address. Construction of orations to be delivered before the class. *Open to students who have completed the Freshmen year. First semester. Three hours.*

22. Literary Interpretation — Vocal interpretation of literature. Province of expression in art. Study of imagination and dramatic instinct. Selections from poetry and drama. *Open to students who have completed course 11. Second semester. Three hours.*

31. Political Speaking—Political Oratory of America studied. Issues that have been prominent in the history of the nation are discussed from the viewpoint of the men who spoke upon them. Debates upon current issues. Living orators studied. Course designed for students desirous of entering public service. *Open to Juniors and Seniors. First semester. Three hours.*

32. Debaters' Seminar on Public Questions—Investigation of public questions in the fields of politics, economics, and sociology. *Open to students upon the basis of their ability in debate. Second semester. Three hours.*

33-34. Modern Drama—Beginning with Ibsen a study is made of Continental, English, and American drama. Plays are read in class. Assigned readings in the field of dramatic criticism. *Open to Juniors and Seniors. Two semesters. Three hours.*

35-36. Tennyson and Browning—Intensive work in interpretation with the idea of storing the mind with selections. Also a study of the poets in relation to their age. *Open to Juniors and Seniors. Two semesters. Three hours.*

All courses except 11 will count towards a major.

SPANISH

Mr. Day

11-12. Spanish I—Grammar and Composition. Easy reader. Alarcón's El Capitán Veneno. Bretón's ¿ Quien Es Ella? Galdós's Marianela. *Two semesters. Three hours.*

21-22. Spanish II—Composition. Alarcón's El Sombrero de Tres Picos. Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's El Haz de Leña. Galdós' Doña Perfecta. Collateral reading. *Two semesters. Three hours.*

The Academy

The Academy courses have in view two distinct objects: First, to prepare the student for further study, either at Huron College or at any other standard college; and secondly, to give as broad and practical an education as possible to students who cannot take a college course.

A total of sixteen units, with the required work in Bible, is required for graduation. Of these sixteen units, eleven are required, as follows:

English	4 units
Mathematics	2 units
History	2 units
Foreign Language	2 units
Laboratory Science	1 unit

Two diplomas are granted by the Academy. A student who includes in his five electives more than three commercial units receives the Commercial-Academic Diploma. All other graduates receive the College Preparatory Diploma.

A student should choose each year four studies from the list of those offered for that year. Or he may elect in any year a study listed for a previous year, which he has omitted. (Except that Elementary Science may not be taken after Biology.) No student is ordinarily permitted to take work in advance of his registered standing. Second and Third Year Students take Bible the first semester, First and Fourth Year Students take it the second semester. All of the following courses apply toward graduation:

First Year.
- English.
- Algebra.
- Ancient History.
- Beginning Latin.
- *Elementary Science.

Second Year.
- English.
- Plane Geometry.
- Medieval and Modern History.
- Caesar.
- German.
- †Commercial Work.

Third Year.
- English.
- Solid Geometry and Advanced Algebra.
- Cicero.
- German.
- Greek.
- Biology.
- †Commercial Work.

Fourth Year.
- English.
- Physics.
- Virgil.
- German.
- Greek.
- United States History and Civics.
- †Commercial Work.

*Note 1—Elementary Science may not be credited as a laboratory science, but as an elective.

†Note 2—The following commercial subjects may be elected: Bookkeeping, Commercial Arithmetic, Commercial Law, Shorthand and Typewriting. Commercial Correspondence may be substituted for one-half unit of Academy English by special permission.

Explanation of Academy Courses

BIBLICAL COURSES

The courses of Bible study for the first two years follow the Bible narrative along the thread of Hebrew history, for knowledge of the more constructive events, the more significant lives, and the gradual unfolding of the monotheistic religion that began then to make itself the principal influence in civilization. Incidentally the simpler forms of the literature are examined for their literary or efficiency values. To begin to know and appreciate the main contents of the Old Testament with the New, is believed to be the most satisfactory foundation for all other requirements.

The last two years of Bible study include: (a) the life of Christ, both in biographic details and in religious significance, with examination throughout of the Christ as the Son of God who "taught with authority"; and (b) the early history of the Christian Church, with special study of the portions of the apostolic writings that have proved to be the most expressive of the Christian spirit.

Much elucidative material, such as maps, charts, outlines, and pictures, are accessible. A general knowledge of Bible lands and customs is gained. The method includes text-books, constant use of the Bible, lectures, and references.

I. Old Testament—The history of the Hebrews down to the rise of the monarchy. *Required of first year Academy students. Second semester. Two hours.*

II. Old Testament—The Old Testament History from David to the Christian era. *Required of second year Academy students. First semester. Two hours.*

III. New Testament—The life of Christ in the four Gospels. *Required of third year Academy students. First semester. Two hours.*

IV. New Testament—The Founding of the Christian Church. The life and work of the apostle Paul and the message of his epistles. *Required of fourth year Academy students. Second semester. Two hours.*

ENGLISH

I. Rhetoric and Composition. Elementary text and constant practice in the writing of sentences and paragraphs, with such reading as will serve to fix in mind the customs of good writers and publishers in the matters dealt with. Following this, there will be the reading, in classroom and outside, of selections from standard prose literature, with such essays as may be suggested by the classroom reading. Besides these, where practicable, individual classics will be read and discussed. *First semester, five hours. Second semester, four hours.*

II. Elementary English Grammar, with exercises in composition correlative to it, will constitute the work of the first semester. The second semester will be given to the reading of classics and to more advanced processes in English composition. *First semester, four hours. Second semester, five hours.*

III. This year's work will have to do largely with the study and analysis of classics, combined with the writing of essays, mostly critical, and the study of plans for such essays. Library work will be a special feature. *First semester three hours. Second semester, five hours.*

IV. The first semester's work will be a thorough review of English Grammar. An advanced text will be used, and the attempt will be made both to prepare the student for the composition work of Freshman year in college and to fix in mind the usages of good English in their relation to everyday life. The analysis and construction of effective English sentences will be a prominent feature. The second semester will cover the field of English or of American literature in the main facts of its history. Library reading will be a feature. This course for the first semester shall be required of all Academy students conditioned in their third year composition or grammar in English; and of any Freshman whose English writing is notably deficient upon entrance. *Elective open to fourth year Academy students. First semester, four hours. Second semester, five hours.*

GERMAN

III. Beginning German—The essentials of grammar, with easy reading and practice in speaking and writing. *Two semesters. Five hours.*

IV. Second Year German—The study of grammar and composition is continued. The texts read usually illustrate German life and customs, besides affording a basis for conversation. *Two semesters. Five hours.*

GREEK

It is advisable that students begin the study of Greek as early as the Third Year of the Academy, but those not having begun it then may take the beginning course in any year and after the first year's work may carry double work if so desired.

II. Classic Myths—As preparatory to an intelligent study of literature, a course in the Myths of Greece and Rome will be given. Text-book: Guerber's Myths of Greece and Rome. *One semester. One hour.*

III. Beginning Greek—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading and conversation will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Two semesters. Five hours.*

IV. Second Year Greek—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Two semesters. Five hours.*

HISTORY

I. Ancient History—This course consists of a brief account of the Oriental peoples, followed by the history of Greece and Rome. *First semester, five hours. Second semester, four hours.*

II. Medieval and Modern—This course, after briefly reviewing the leading facts of medieval Europe, takes up a general survey of the progress of Europe from the beginning of the 16th century to the present time. The latter part of the course is supplemented by current history.

IV (a). American—A topical study in American history designed to prepare the student for an advanced course in American politics. *First semester. Five hours.*

IV (b). Civics—This course includes a study of local government as illustrated in township, city, and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Second semester. Five hours.*

LATIN

I. Beginning Latin—Smith's Latin Lessons is the text used. A thorough knowledge of the principles of syntax and word forms is required. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

II. Second Year Latin—Caesar. Books I-IV of Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

III. Third Year Latin—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

IV. Fourth Year Latin—Virgil. Books I-VI of the Aeneid of Virgil are read, with supplementary study along the lines of syntax, the epic form, prosody, scansion, rhetorical figures, and mythology. *First semester, five hours. Second semester, four hours.*

MATHEMATICS

I. Algebra—This course will be an introduction to the elementary conceptions of algebra, including factoring, solution of simple and simultaneous equations, both algebraically and graphically, and an introduction to quadratic equations. *Two semesters. Five hours.*

II. Plane Geometry—(a) A study of triangles, circles, and methods of construction will be the content of this course. *First semester. Five hours.*

(b) Proportion, similarity of polygons, and an extension of construction methods will be the work covered by this course. *Second semester. Five hours.*

III. Algebra—This course, which will be introduced by a thorough review of the elementary algebra, will include imaginaries, progressions, binomial theorem, extraction of roots, expansions, and the solution of both simple and simultaneous quadratic equations. *Second semester. Five hours.*

IV. Solid Geometry—The application of the principles of plane geometry to three dimensional space. *One semester. Five hours.*

SCIENCE

I. Elementary Science Course—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development

and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Second semester. Five hours.*

III. (a) **Zoology**—The purpose of this course is to afford a broad view of the animal kingdom, and a foundation on which to base future study and observation. The course will involve a general survey of the structure, functions, habits, and life history of representative animals of the various phyla. Special emphasis will be laid upon the more important principles of animal ecology. Each student will be required to do considerable field and some laboratory work. *First semester. Five hours.*

III. (b) **Botany**—The first part of this course will involve considerable laboratory work, illustrative of the storage of food in seeds, the germination of seeds, and the microscopic structure of roots, stem and leaves. The latter part of the course will be devoted to field work and plant analysis. *Second semester. Five hours.*

IV. **Physics**—A thorough study of the elementary principles of Physics. The laboratory work is considered an important part of this course. A minimum of forty accepted experiments is required of each student and the aim is to make the student familiar with the method of true scientific investigation. *Two semesters. Three hours lecture and recitation and two hours laboratory work.*

Teachers' Normal Courses

LEADING TO STATE CERTIFICATES AND LIFE DIPLOMAS

In order to meet the great demands made upon colleges for well trained teachers, Huron College offers the following courses leading to a State Certificate and a Life Diploma. These courses in general follow the courses regularly offered in the Academy and College departments. They are properly coordinated with each other so that the student who is compelled to drop out during his course will have the proper training to fit himself for successful teaching and at the same time not hinder his progress towards the baccalaureate degree. They are so arranged that a student may take his professional training either in the fourth, fifth, or sixth year and have the same count towards his Academy diploma or College degree.

Of the professional subjects that are offered some are given only during the regular year while others are given in the Summer School. The Huron College Summer School is an integral part of the College and has at its disposal all the facilities of the College, which guarantees the excellency of its work. This arrangement will give the student an opportunity to continue his regular college or academy work during the first two semesters of the year and specialize on professional training during the summer term.

PROFESSIONAL SUBJECTS

The professional subjects offered are:

1. **Pedagogy**—(Didactics, Intermediate and Grammar Grade Methods, Primary Methods, Elementary Psychology). Summer School.
2. **Normal Reviews** in Grammar, Arithmetic, Geography, Reading. Summer School.
3. **History of Education.** *One semester.*
4. **Methods in Education.** *One semester.*
5. **General Psychology.** *Two semesters.*
6. **Principles of Education.** *Two semesters.*

Of the above courses, a minimum of fifteen semester hours is required of the student who desires a state certificate. If the Normal Review subjects are elected, the same will be accepted as one of the sixteen units required for graduation from the academy. If the History of Education and the Methods in Education are taken during the Freshman year in college, the four semester hours will count as three semester hours towards a baccalaureate degree. By special arrangements Sophomores may be admitted to the class in General Psychology, which is given regularly in the Junior year in college. The principles of Education is an elective course open to Juniors and Seniors in college and should be taken by students during their last two years in college.

HURON COLLEGE, HURON, SOUTH DAKOTA

OUTLINE OF NORMAL COURSE

(For a description of the courses in the following subjects, the student is referred to the College catalogue and to the Summer School Bulletin.)

A student is required to take four subjects during each of the six years of the Normal Course. In making his selection of subjects, however, he must conform to the requirements for a state certificate. This means that the following subjects must appear in his course:

1. **English**—108 weeks (must include Rhetoric and Composition).

2. **Mathematics**—Algebra, 36 weeks, to quadratics—Plane Geometry, 36 weeks.

3. **History**—American (including Civics) 36 weeks—European, 36 weeks.

4. **Science**—36 weeks. This year in Science may be any one of the following: Physics, Physical Geography and Geology, Botany and Zoology, Chemistry.

During the first year the student may take any four of the five subjects which are given below as first year subjects. During the second year he may take any four of the subjects given as second year subjects; or he may take the subject omitted during his first year and three of the second year subjects. He may thus at any time take up any subject that he has omitted during a previous year (except that he may not take Science I after he has taken Science III); but at no time will he be permitted to enroll for a subject ahead of the year in which he is classified.

The first four years of the Normal Course is a standard high school course, and is in conformity with the requirements for graduation from the Academy, and will entitle the student to a diploma from the same.

(The above arrangement applies only to the first four years of the course.)

SUBJECTS

First Year		*Second Year*	
English I	5	English II	4
Algebra I	5	Plane Geometry	5
Latin I	5	Medieval and Modern History	5
Science I	5	Latin II	5
Ancient History	5	German	5

Third Year		*Fourth Year*	
English III	3	Physics	5
Algebra III and Solid Geometry	5	American History and Civics	5
Latin	5	English	5
German	5	Latin	5
Greek	5	Greek	5
Science III	5	German	5
		Normal Reviews	5

Fifth Year		*Sixth Year*	
Education	4	Education	4
English	4	History	4
Algebra	4	Biology	4
Chemistry	4	Chemistry	4
Biology	4	Physics	4
German	4	German	4
Latin	4	French	4
Greek	4	Latin	4
		Greek	4
		English	4

The courses in Education open to Sixth year students are Methods and History of Education (if not elected in the fifth year) and General Psychology or some other course not previously taken.

In addition to these specific requirements, many other teachers' courses are offered in the Summer School and the teachers are invited to avail themselves of this splendid opportunity. These courses are all approved by the State Department of Public Instruction, and will be accepted towards a normal course in this school or any other college or normal school in the state.

Those who have successfully completed the above course will be accorded the same privileges in regard to exemption from examination for state certificates as are given to graduates of the normal schools of the state and of similar courses in the State University.

Students who successfully complete the above outlined *Six-Year Normal Course* will in most cases have completed the Sophomore year in the regular College course, and will be entitled to receive a State Certificate.

Students completing the *Four-Year College Course* will receive a bachelor's degree from the College and are entitled to receive a provisional state certificate, which will terminate in a life diploma after they have secured the required forty months of successful experience. This course especially trains students to teach special subjects in four-year accredited high schools.

Approved this third day of July, 1915,

by C. H. LUGG,

Superintendent of Public Instruction.

Summer School

ORGANIZATION

The Summer School was established in 1901. It is an integral part of the work of Huron College. The Trustees and Faculty are committed to the policy of furthering the interests of this School in every possible way. The work done in the Summer School is not inferior in quality. The College is responsible for the conduct of all courses and with all the resources at its disposal, guarantees their excellence. All work is done under the supervision of the President of the College. Instruction is given by members of the Faculty of the College with the assistance of lecturers and teachers who are expert in public school methods and problems.

AIMS

The summer term begins immediately after the College commencement and continues six weeks. Teachers, more than almost any other class of workers, need to do advanced work continually if they wish to keep abreast of the times. Courses in the Summer School are arranged with special reference to the needs of public school teachers who cannot spare the time to attend school during the regular school months.

Huron Summer School will appeal especially to teachers and students who are seeking an opportunity to study seriously and to accomplish some definite purpose. Those who wish their summer study to issue in some practical result, should remember that the aim of the school is to produce such results. Special entertainment is provided but mere entertainment is not the goal. The College authorities feel that it is better to aim at work which issues in achievement, for no entertainment is quite equal to that of interesting and efficient work. In the conduct of courses, it is not planned to do the work of students for them by lectures in the classroom and from the chapel rostrum. The idea is rather to make work enjoyable and to fit students for the joy of thinking and working for themselves.

PREPARATION FOR TEACHERS' EXAMINATIONS

In outlining the courses, special attention is given to the fact that many young people are each summer preparing to write the examination papers required for a teacher's certificate. The School will be of special service to those who have this end in view. One who has some preliminary preparation should be able, during six weeks of study, to make up deficiencies in one or two subjects and to review other subjects so as to pass the examination for the first grade certificate. Examinations for this certificate are generally given after the close of the Summer School in the latter part of August.

Students who wish to prepare for Primary, Second or Third Grade Certificates are reminded that examinations for these three classes of certificates are generally held during the last week of the term. Those who choose can plan their work to meet the requirements of these examinations.

HURON COLLEGE, HURON, SOUTH DAKOTA

PREPARATION FOR PROMOTION

To hold a teacher's certificate of any grade may mean much or little. Certificates guarantee neither high intellectual ability nor skill in teaching. Requirements for certificates represent a minimum of scholarship, without which the law will not allow one to teach. But ambitious teachers are not content to rest on the least possible scholarship required of them. Those who are advancing to better and more remunerative positions do more than they are compelled to do. The simple requirements of the law are not sufficient for them. They are continually seeking to enrich experience, to come into contact with new ideas and with people who have such ideas, and to broaden the intellectual horizon by every possible means. Such ambitions make one a candidate for promotion in the teaching profession and in any walk of life. Huron Summer School is organized to serve those who are seeking better positions.

COURSES FOR COLLEGE AND ACADEMY STUDENTS

College and Academy students are continually inquiring about the possibility and the advantage of pursuing courses in Summer School. Under the old division of the year into three terms of twelve weeks each, it was possible by reciting twice a day in a subject for six weeks to make one full term's credit. Now, with the college year divided into two semesters of eighteen weeks each, it is more difficult to arrange to give college and academy credit for work done in the Summer School. However, the doors of the School are not closed to students who for any reason wish to enroll for college and academy subjects. It frequently happens that students who have been given conditional classification wish to remove conditions during the summer. Others wish to proceed to graduation faster than the provisions of the schedule of the regular year allow. To such students the opportunities of the Summer School are open, but in each case arrangements should be made in advance. Such courses receive special instruction and will be offered when a sufficient number of students request that the course be given. Unless special arrangements are made whereby summer courses are outlined to proceed with special rapidity, students may count on receiving hour-for-hour credit from the College Registrar.

TEACHERS' COURSES

Special courses and lectures in pedagogy and in such subjects as Elementary Agriculture and Nature Study. Announcement of such courses is made each year in the Summer School Bulletin.

Courses in the following departments of instruction are regularly scheduled each year: Pedagogy, Mathematics (including Arithmetic, Algebra, and Geometry), History, German, Latin, Civics, English Grammar, Rhetoric and Literature, Geography, Natural Science (including Physiology and Physics) Penmanship and Spelling, Drawing, Primary Methods, Public School Music, Voice, and Piano.

Several courses in each one of the above departments will be regularly scheduled. All courses of study required for the First Grade Certificate will be offered. Other courses of study and other subjects will be offered if desired by a sufficient number of students and if permitted by the time available.

EXPENSES

*Tuition, term of six weeks	$10.00
Room rent, by the term at Voorhees Dormitory	5.00
Table board, if paid in advance by the term	18.00
Total for term of six weeks	$33.00

*Note—Student taking work in High School, Academy, or College subjects will pay an additional fee of five dollars.

Those who are interested will receive the Summer School edition of the College Bulletin on sending a request to the President of the College.

Huron Business College and School of Commerce

THIS DEPARTMENT OFFERS THREE COURSES:

THE COMMERCIAL-ACADEMIC COURSE
THE ACCOUNTING COURSE
THE STENOGRAPHIC COURSE

The Commercial-Academic Course—The more responsible and important positions of business life require a broader educational foundation than is usually afforded by business colleges. The Commercial-Academic Course is recommended to meet this requirement. In some subjects, it coincides with the curriculum of the Academy and Normal School. Certain subjects, however, are omitted from these courses and the subjects of the Accounting and Stenographic Courses are substituted for them. The student thus receives the benefit of both the cultural and the professional studies. For details of this course, reference should be made to the outline and description of the Academy courses as well as to the outline on the following page.

The Accounting Course—This course is designed for those who have not time to take the longer Commercial-Academic Course, but who wish preparation in actual business methods. It requires one year of time and gives the student practical training for any ordinary business position.

The subjects treated in this course are Bookkeeping, Business and Office Practice, English and Commercial Correspondence, Spelling, Penmanship, Arithmetic and Rapid Calculation, and Commercial Law. Students should have the equivalent of eight grades before attempting this course. Those presenting advanced high school or academic credits may substitute work in the College, Academy, or School of Music for the credits accepted by the Registrar. For details of the subjects studied, reference should be made to the outline and description of courses on the following pages. The time required for graduation is one school year.

The Stenographic Course—This course is also designed for those who have not time to take the Commercial-Academic Course, but who wish to become stenographers. The time required is one school year. It includes a practical training in Shorthand, Typewriting, and Spelling. Opportunity is also offered for instruction in elementary Bookkeeping. However, students desiring to become efficient bookkeepers as well as stenographers, should arrange to take this work in two years.

It is suggested that students have the equivalent of a high school education before enrolling in the Stenographic Course, as stenographers should have a thorough familiarity with English. Those presenting advanced high school or academic credits may substitute work in the College, Academy, or School of Music for the credits accepted by the Registrar. This allows additional training in English, as college freshman English may be elected by high school graduates and advanced courses in academy English by those with previous high school training.

Competent stenographers are always in demand. The occupation is pleasant and remunerative, and there are plenty of opportunities for advancement. It is a fact that many prominent citizens were at one time stenographers. The same opportunity is open today to those who have the training and the desire to become efficient workers.

Training for Commercial Teachers—While we especially recommend the College Course for those who are fitting themselves as commercial teachers, a shorter course has been outlined for those who have but a limited time to spend in preparation. The time necessary to complete this shorter course would vary from a few months to a year or more, in proportion to the ability and industry of the student. The increased demand for high school commercial teachers indicates that it is well worth the student's time and effort to make thorough preparation for such employment.

Business Positions—We are frequently called upon to furnish young men and women to fill positions in business houses, and for some time past the demand has been greater than the supply. There is an ever increasing call for stenographers and bookkeepers, especially the former, to occupy positions in the Government Service. We have in the past placed our students in paying positions as fast as they became qualified to fill them, and the ambitious student need have no misgivings about finding a place today.

Advantages of Attending Huron College—Huron College offers, besides high grade business courses, the social and intellectual life of a college of recognized standing. The City of Huron is centrally located and is easily reached from all parts of the state. There is also a good opportunity for students to earn a part or all of their expenses.

OUTLINE OF THE COURSES

The numbers at the left of the outline refer to the following paragraphs, where a description of the work covered in each subject is given. Those at the right indicate the number of hours required in the class room each week.

	Accounting			**Stenography**	
	First Semester				
1	Introductory Bookkeeping and Business Practice	10	2	Shorthand:	
5	Commercial Arithmetic and Rapid Calculation	5		(a) Elements of Phonography	5
6	English and Spelling	5		(b) Dictation	2
8	Penmanship	5	3	Typewriting	10
			6	English and Spelling	5
			8	Penmanship	5
	Second Semester				
1	Advanced Bookkeeping and Office Practice	10	2	Shorthand:	
5	Commercial Arithmetic and Rapid Calculation	5		(a) Speed Practice	5
				(b) Advanced Dictation	2
			3	Typewriting	8
7	Commercial Correspondence	3	7	Commercial Correspondence	3
8	Penmanship	5	8	Penmanship	5
9	Commercial Law	4	4	Stenographer's Office Practice	2

EXPLANATION OF COURSES

1. (a) **Bookkeeping**—This course affords instruction in the fundamental principles of accounting. Modern double and single entry sets of books are kept. In addition, the student is given repeated drills in opening and closing various sets of books, taking trial balances, and preparing the financial statements.

Business knowledge and routine are acquired through the study of the facts concerning the transactions, the business papers involved, and the proper book entries. Invoices, bills, checks, drafts, promissory notes, etc., are given special attention. The student learns by actually receiving and making out such papers.

The work of the second semester includes the keeping of advanced sets of books for a bank, a factory, a commission, and a wholesale house.

Offices have been equipped for the purpose of representing Banking, Wholesale Merchandise, Commission, and Real Estate. Each student has the opportunity to do actual office work, and later to manage an office. Experience is thus gained that connects the class room exercises with business life. *Throughout the year. Ten hours.*

(b) **Farm Accounting**—A specialized course in farm accounting is offered, following the preparatory course in introductory bookkeeping and business practice. The course covers the transactions of a representative farm for a period of a year and furnishes a live, practical, and up-to-date business training for the young man who expects to make farming his life work.

2. **Shorthand**—In the first semester, instruction is given in elementary phonography and dictation. The Gregg System of shorthand is taught. The principles studied are immediately put into practice by taking dictation commensurate with the student's knowledge of the subject. The aim is to develop legibility, speed, and confidence from the beginning.

The work of the second semester is to teach short cuts and the ability to write new phrases without hesitation. The dictation is confined to the best examples of business letters, papers, and documents. Imagination and ability are developed through the dictation of letters in outline, which the student is required to compose. This practice enables one to assume greater responsibilities, and thus rise above the duties of a mere routine position. *Throughout the year. Seven hours.*

3. **Typewriting**—The student is taught the Touch System. From the beginning, attention is given to correct fingering through the use of a text containing graded lessons and by class exercises conducted by the instructor. When the introductory exercises are completed, the student is given business papers to copy preparatory to taking them from dictation for transcription. Neat, accurate work is required, together with a certain degree of rapidity.

Students are familiarized with copying and duplicating devices and other details of office work in the Stenographer's Office Practice Course. See paragraph four below.

The department is supplied with a number of the leading typewriters, such as the Remington, the L. C. Smith & Bros., and the Underwood. It is advisable

for the student to become familiar with several different machines, as it is impossible for him to know before leaving college what machine he will be required to operate when he accepts a position. *First semester, ten hours. Second semester, eight hours.*

4. **Stenographer's Office Practice**—A systematic training is given in copying, manifolding, tabulating, follow-up systems, form letters, and other practical and useful office devices and methods.

This course is indispensable to the good stenographer and develops his proficiency as an office employee, so that when he enters business he will know what to do and how to do it. *Second semester. Two hours.*

5. **Commercial Arithmetic and Rapid Calculation**—The student is instructed in the problems that occur for daily solution in commercial life. Special emphasis is laid on problems in interest, discount, percentage, partial payments, and stocks and bonds. Daily drills in short methods of computation receive careful attention. Only those short methods, however, that are of practical value are taught, thus giving more time to the problems of real importance. The aim of the course is to develop reasoning ability, together with accuracy and speed. A practical text book is used, supplemented by other texts and problems. *Throughout the year. Five hours.*

6. **English**—This course is preparatory to the work of the second semester, which is devoted entirely to commercial correspondence. Modern business letters require a thorough understanding of the principles of English Grammar, punctuation, and spelling. Unity, coherence, and emphasis of sentence and paragraph are essential to properly constructed business letters. The selection of the correct word is also of vital importance. For these reasons the work of this semester is confined to the fundamentals of effective English, that the composition of business letters may not be hampered with a lack of previous training. *First semester. Five hours.*

Students presenting advanced credits in English may enroll in other courses in academy or college English. High school graduates may enroll in college Freshman English, and thus secure excellent training in this important study.

7. **Commercial Correspondence**—This course is primarily a course in the composition of the various types of business letters, such as letters of application, letters ordering goods, sales letters, and letters of collection. Telegrams and reports are carefully treated. Actual business situations are assumed and letters taken from business life are introduced to give reality to the work. The ability to write effective business letters will do much toward assuring future success. *Second semester. Three hours.*

8. **Penmanship**—Instruction is given in the Palmer Method of Business Writing. The aim of this course is to teach a plain, rapid, easy, and legible business writing. The ability to write a good business hand is essential to any young person intending to enter upon a business career. Students are furnished the best penmanship publications and every possible means is used to encourage persistent, painstaking practice. With very few exceptions, the student learns to write a splendid style and becomes proficient in rapid, tireless, muscular movement writing. *Throughout the year. Five hours.*

9. Commercial Law—It is the purpose of this course to impart a working knowledge of the principles of the law pertaining to everyday business transactions. The student is familiarized with his liabilities and rights in the business intercourse and office practice work, thus making a practical application of the principles taught.

This subject includes the law of contracts, negotiable instruments, agency, partnership, corporations, mortgages, deeds, insurance, real estate, personal property, etc., and is taught by means of class drills in which a text book is used, supplemented by the library of legal reference books belonging to the department.

In order to give our students the best possible instruction in this subject, we have secured the services of a well-known attorney of this city, a judge of the Circuit Court of the State of South Dakota, who will deliver lectures on the subject. He has had considerable experience as a lecturer in law, and was for some time instructor in the Law of Real Property and Commercial Paper in the Illinois College of Law, Chicago. With his large experience as a practicing attorney and as a judge on the bench, he is a recognized authority on this important branch of business education. *Second semester. Four hours.*

EXPENSES

	First Semester	Second Semester	Year's Exp.
Tuition, Accounting or Stenography	$30.00	$30.00	$60.00
Tuition, Commercial-Academic	20.00	20.00	
*Room, Heat, Light in Voorhees Dormitory	18.00	18.00	36.00
Table Board, about $3.25 per week, 36 weeks			117.00
Laundry and other expenses, estimated			22.00
Books for Accounting Course, from $7.00 to $10.00			10.00
Books for Stenographic Course, from $4.00 to $6.00			......
Students' Association Fee			5.00
Total			$250.00

*Young men will obtain rooms with private families at about the same rates.

Tuition, stationery, and dormitory expenses are required to be paid in advance.

Tuition for a shorter period than one semester may be paid at the rate of $3.00 per week, provided that the smallest charge made to a student registering for any semester shall be $5.00.

School of Music

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music, it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical life and culture in our state.

The School of Music has been aggressively following a policy of development which has, by the introduction of new subjects, broadened the scope of work in the School, and, by the adoption of more thorough methods of instruction and supervision, has required more intense and careful work on the part of students.

There are now twelve rooms devoted entirely to the use of this department. The College auditorium is used for recitals and other special public programs. The College owns eighteen high grade pianos, including two Mason and Hamlin grands. With this equipment, we are able to offer the best of musical advantages.

Courses of Instruction

Voice Piano Pipe Organ Violin Viola

Public School Music Wood-Wind, and Brass Instruments

Courses for Teachers Normal Training

Harmony Theory of Music History of Music Conducting

Elocution Languages

Regular Courses

The special attention of prospective students is called to the Regular Courses in Music. These courses are very comprehensive in their scope and are outlined to cover four years of intensive work. The completion of a Regular Course involves a thorough and well-rounded training in all the fundamentals of music and particular skill as a performer in some special branch.

A course leading to the Bachelor of Music degree may in the future development of the School be granted. An ordinary student could probably not earn such a degree in less than five years' study beyond a standard high school course. It would require a large amount of work in college courses leading to the Bachelor of Arts and Bachelor of Science degrees. Intellectually and culturally, the Bachelor of Music degree should be fairly equivalent to other bachelors' degrees offered by standard colleges.

OUTLINE OF COURSES

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, Huron College School of Music presents the following outline of instruction arranged in four general divisions:

1. Preparatory Course.
2. Intermediate Course.
3. Graduate Course.
4. Normal Training Course.

The Preparatory Course—This course covers the rudiments of music and is open to all beginners. Students are advanced as rapidly as their progress justifies.

The Intermediate Course—In this course, students are brought to a technical proficiency which will enable them to appear creditably in student recitals.

The Graduate Course—This course is designed for students preparing for professional work as teachers or players and for amateurs who desire to obtain a thorough training in the art and science of music, and wish to pursue a definite and systematic course of study.

PIANO

Miss Deming, Miss Finley

Preparatory—New England Conservatory, Book 1. Simple pieces from Schumann's Album for the Young. Pieces by modern composers.

Intermediate—Czerny. Op. 821-(160 Short Exercises for technical development). Sonatinas by Kuhlau, Clementi, etc. Easy Sonatas by Mozart, Haydn, and Beethoven. Little Preludes and Fugues by Bach, Heller's Etudes for rhythm and expression. Pieces by standard composers.

Graduate—Compositions by Bach, Chopin, Schumann, and modern composers. Beethoven Sonatas. Etudes by Chopin and Liszt. Concertos and concert pieces by Mozart, Beethoven, Mendelssohn, Liszt, Rubinstein, and Grieg.

VIOLIN

Miss Ewart

A thorough course of instruction on the violin is provided in this department. In addition to individual instruction the pupil will be required to make a study of and play in String Trios, Quartets, and Orchesta. The outlined theoretical work is required for graduation.

Preparatory—Wohlfart Elementary Violin School. Duets by Pleyel. Hermann Violin School, Book 1. Easy solos in first position.

Intermediate—Wohlfart Etudes. Kayser Etudes. Schradieck Finger Exercises. Etudes by Meerts. Solos to suit needs.

Graduate—Etudes by Kreutzer, Fiorillo, Rode, etc. David scales. Casorti Bow Etudes, Concertos by Viotti, De Beriot, and miscellaneous solos.

VOICE

Professor Bailey

The course of instruction in voice as applied to grades can only in the most general way indicate the system of training to which the student will be subjected. "Vocalises" by Concone, Panofka, Marchesi, Vaccai, and other composers are used; yet it may be said that the method used is based on the Italian, French, German, and American schools of training the voice. It is maintained that this training will develop the correctly placed voice so that the pupil can produce with equal ease and firmness and an even quality all tones from the lowest to the highest. From this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto", or beautiful singing.

Correct breathing, correct position in singing, and the mechanism of the voice is explained as far as necessary along with special attention to the needs of each individual. Exercises, studies, and songs are carefully selected according to the requirements of each voice.

Study will be made of the interpretation of Arias, Songs, and Ballads from the best of the Old and Modern Schools, with strict attention to phrasing, enunciating, and rhythm.

For the Diploma in vocal music, the pupil must complete the Course in Harmony, Theory, and History of Music, and must also complete the intermediate course in Instrumental music.

THE NORMAL TRAINING COURSE

Two years' training in this course is required for a full teacher's certificate. Children between the ages of seven and twelve who have never studied music are enrolled in the Normal children's classes and are taught twice a week by Junior and Senior students desiring a teacher's certificate. The work is outlined by the head of the department, who supervises the teaching, selects the music to be taught, and who lectures once a week on Musical Pedagogy. This is one of the few schools in the Northwest offering such a course.

The children are given two lessons of fifteen minutes each for individual piano work, and one thirty minute class lesson each week. The class lesson consists of table work, elementary training in Intervals, Chords and Scale Building, and Ear Training. The piano lesson consists of New England Conservatory, Book I, and Home Study Book by Mrs. Crosby Adams for the first year lessons. Sonatinas by Kuhlau, Clementi, etc., are used in the second year classes. Pieces by Hannah Smith, Nettie Ellsworth, Edith Prynn Hall, Gurlitt, the easier pieces from the Schumann Album for the Young, etc., as well as Ensemble work are studied during the two years. At the end of each semester, a public recital is given by the children. Anyone wishing to teach will find this Department a very great help.

In addition to these courses, the following courses in Theory and History of Music must be taken, if the student is working for a certificate or diploma.

THEORY

First Year—Ear Training, Intervals, Scales, Chords, Chord Progressions.
Second Year—Harmony.
Third Year—Analysis of musical form.

HISTORY OF MUSIC

Ancient and Mediaeval Music. Polyphonic Music and the Various Schools of Polyphonic Music. The Rise of Dramatic and Instrumental Music, etc. Text Book used is F. Fillmore. *Two semesters. Two hours.*

REQUIREMENTS FOR GRADUATION

Diplomas are awarded by the Board of Trustees to those students who complete the above outlined Courses of Instruction to the satisfaction of the Examiners of the School of Music and who are recommended for graduation by the Faculty of the College. Beginners in any branch of music must complete the Preparatory, Intermediate, and Graduate Courses in order to receive a diploma. Advanced students who enter the School of Music may receive a diploma in one or two years, at the discretion of the faculty.

Teachers' Certificates are granted by the Board of Trustees on recommendation of the Faculty of the College and the Examiners of the School of Music to those students who have satisfactorily completed the work of the Normal Training Department, in addition to the work required for the diploma.

Beginners who are working for a certificate must complete a two years' course in the Normal Training Department, in addition to the work required for a diploma. Advanced students may secure a certificate after one year's work in the Normal Training Department.

WOOD-WIND AND BRASS INSTRUMENTS

Mr. Christensen

Instruction on the Flute, Piccolo, Clarinet, Bassoon, Mellophone, French Horn, Valve-Trombone, and Slide-Trombone is given.

PUBLIC SCHOOL MUSIC

A course in Public School Music is quite necessary for one who wishes to become an instructor and supervisor of music in public schools. Each year our public schools are offering more work in music and the demand for teachers is increasing. The following course is outlined with a view to giving students a practical training in this important branch of music:

Notation
Solmization
Interval-drills
Rhythm
Vocalization
Ear training
Transposing
Two- and three-part singing
Enunciation
Rote-songs
Scale-structure
Principles of harmony

THEORY

Ear Training—1. Training of Ear for Tone Perception. 2. Study of Intervals. 3. Scale and Chord Formation. 4. Beginning of Chord Progression.

Harmony—Text Book used is Chadwick's. The work covers one and one-half years. The last half of the second year is spent in Analysis of Harmonic Construction of Compositions by standard composers. *Elective to Juniors and Seniors in the College. Two semesters. Two hours.*

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis of classic and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, perceptions of sounds, overtones, rhythm, notation and figure treatment. Text Book used is Elson's Theory of Music. *Elective to Juniors and Seniors in the College. Two semesters. One hour.*

REGULAR COURSES IN MUSIC

These courses are arranged with a view to enable the student to become an accomplished musician. The piano is adopted as the basis of study. The piano will be a minor study for all students who want to make Voice, Violin, or Organ their specialty. The study of Violin or Cello is required of all who take any one of these courses.

All those who want to make music their profession should take these courses. Violin, piano, voice, cello, and organ lessons, when taken as majors are given in private lessons of thirty minutes each twice a week; when taken as minors they are given in classes of three. All other branches are taught in full classes.

FRESHMAN YEAR

The numerals at the right indicate the number of lessons or lectures per week.

	PIANO		VOCAL		ORGAN		VIOLIN	
First Semester	Piano	2	Vocal	2	Piano	2	Violin	2
	Harmony Chords	2	Harmony	2	Harmony	2	Harmony	2
	Italian	3	Italian	3	Italian	3	Italian	3
	English	3	English	3	English	3	English	3
	Violin or Cello	1	Piano	1	Violin or Cello	1	Piano	1
	Ensemble	2	Elocution	1	Vocal*	1	Ensemble	2
	Vocal*	1	Violin or Cello	1	Sightreading	1	Sightreading	1
	Sightreading	1	Sightreading	1	Chorus	1	Chorus	1
	Chorus	1	Chorus	1			Orchestra	1
Second Semester	Piano	2	Vocal	2	Piano	2	Violin	2
	Harmony Chords	2	Harmony	2	Harmony	2	Harmony	2
	Italian	3	Italian	3	Italian	3	Italian	3
	English	3	English	3	English	3	English	3
	Violin or Cello	1	Piano	1	Organ	1	Piano	1
	Ensemble	1	Elocution	1	Violin or Cello	1	Ensemble	2
	Vocal*	1	Violin or Cello	1	Vocal*	1	Sightreading	1
	Sightreading	1	Sightreading	1	Sightreading	1	Orchestra	1
	Chorus	1	Chorus	1	Chorus	1	Chorus	1

SOPHOMORE YEAR

First Semester	Piano	2	Vocal	2	Organ	2	Violin	2
	Harmony, Altered Chords and Modulation	2	Harmony	2	Harmony	2	Harmony	2
	German	5	German	5	German	5	German	5
	Violin or Cello	1	Piano	1	Piano	1	Piano	1
	History	3	Elocution	1	Violin or Cello	1	History	3
	Ensemble	2	Violin or Cello	1	History	3	Ensemble	2
	Vocal*	1	History	3	Vocal*	1	Orchestra	1
	Sightreading	1	Sightreading	1	Sightreading	1	Chorus	1
	Chorus	1	Chorus	1	Chorus	1	Sightreading	1
	History of Music	1	History of Music	1	History of Music	1	History of Music	1
Second Semester	Piano	2	Vocal	2	Organ	2	Violin	2
	Harmony, Modulation and Suspensions	2	Harmony	2	Harmony	2	Harmony	2
	German	5	German	5	German	5	German	5
	History	5	History	5	History	5	History	5
	Violin or Cello	1	Piano	1	Piano	1	Piano	1
	Ensemble	1	Elocution	1	Violin or Cello	1	Ensemble	2
	Vocal*	1	Violin or Cello	1	Vocal*	1	Orchestra	1
	Sightreading	1	Sightreading	1	Sightreading	1	Chorus	1
	Chorus	1	Chorus	1	Chorus	1	Sightreading	1
	History of Music	1	History of Music	1	History of Music	1	History of Music	1

*Elective at the discretion of the faculty.

JUNIOR YEAR

The numerals at the right indicate the number of lessons or lectures per week.

	PIANO		VOCAL		ORGAN		VIOLIN	
First Semester	Piano	2	Vocal	2	Organ	2	Violin	2
	Harmony, Figuration	2	Harmony	2	Harmony	2	Harmony	2
	French	4	French	4	French	4	French	4
	Organ*	1	Piano	1	Violin or Cello	1	Piano	1
	Violin or Cello	1	German	2	Piano	1	English Literature	3
	English Literature	3	Chorus	1	Chorus	1	Ensemble	2
	Chorus	1	Violin or Cello	1	English Literature	3	Orchestra	1
	Ensemble	2	English Literature	3	History of Music	1	Chorus	1
	History of Music	1	History of Music	1	Theory of Music	1	History of Music	1
	Theory of Music (Vibrations, Sounds, Instruments)	1	Theory of Music	1	Vocal*	1	Theory of Music	1
Second Semester	Piano	2	Vocal	2	Organ	2	Violin	2
	Harmony, Analysis	2	Harmony	2	Harmony	2	Harmony	2
	French	4	French	4	French	4	French	4
	Organ*	1	German	4	Violin or Cello	1	Piano	1
	Violin or Cello	1	Piano	1	Piano	1	English Literature	3
	English Literature	3	English Literature	3	English Literature	3	Ensemble	2
	Chorus	1	Chorus	1	Chorus	1	Orchestra	1
	Ensemble	2	Violin or Cello	1	History of Music	1	Chorus	1
	History of Music	1	Organ*	1	Theory of Music	1	History of Music	1
	Theory of Music	1	History of Music	1	Vocal*	1	Theory of Music	1
			Theory of Music	1				

SENIOR YEAR

First Semester	Piano	2	Vocal	2	Organ	2	Violin	2
	Theory, Rondo, Sonata Forms	2	Theory	2	Theory	2	Theory	2
	Organ*	1	French	4	Violin or Cello	1	Piano	1
	Violin or Cello	1	German	4	Chorus	1	Cello or Viola*	1
	Chorus	1	Piano	1	Piano	1	Chorus	1
	Psychology	4	Violin or Cello*	1	Psychology	4	Psychology	4
	Ensemble	1	Psychology	4	Ensemble	1	Ensemble	1
	Chorus Conducting Orchestra Conducting	1	Chorus	1	Chorus Conducting Orchestra Conducting	1	Chorus Conducting Orchestra Conducting	1
	History of Music	1	History of Music	1	History of Music	1	Pub. School Music	1
	Pub. School Music	1	Pub. School Music	1	Pub. School Music	1	Orchestra Practice	1
Second Semester	Piano	2	Vocal	2	Organ	2	Violin	2
	Theory, Instrumentation	2	Theory	2	Theory	2	Theory	2
	Organ*	1	French	4	Violin or Cello	1	Piano	1
	Violin or Cello	1	German	4	Psychology	4	Cello or Viola*	1
	Psychology	4	Piano	1	Chorus	1	Psychology	4
	Chorus	1	Psychology	4	Ensemble	1	Chorus	1
	Ensemble	1	Violin or Cello	1	Choir Training	1	Ensemble	1
	Chorus Conducting Orchestra Conducting	1	Chorus	1	History of Music	1	Orchestra Conducting	1
	History of Music	1	History of Music	1	Orchestra Conducting	1	History of Music	1
	Pub. School Music	1	Pub. School Music	1	Pub. School Music	1	Pub. School Music	1

*Elective at the discretion of the faculty.

EXPRESSION DEPARTMENT

Mrs. Roszell

The aim of the School of Expression is to provide such requirements as will enable the students under the most favorable circumstances and within a reasonable length of time to test their powers and prepare for their profession.

As it is true that the most perfect reader is the most perfect actor, it is through this course that the fixed and stiff elocutionist may be converted into the easy, natural reader of today.

Ministers, lawyers, physicians, and even those in the ordinary walks of life, feel the necessity of cultivating the voice and manner.

The course in Expression covers each and every demand.

The Following Work is Given WITHOUT TUITION CHARGES to all Regular Students of the School of Music.

Ensemble Work—For four hands on one piano and two pianos; for four and eight hands on two pianos; Violin and Piano; Violin, Cello, and Piano; Voice, Violin, and Piano; String-Quartets, etc.

Orchestra—All students sufficiently advanced are asked to join the orchestra for study and performance of works for string, and full orchestra.

Artist Recitals—Each year pupils are privileged to hear artists of great reputation and ability who appear in Huron under the patronage of special organizations or the faculty of the School of Music.

Choral Union—The Choral Union enrolls a large membership and is doing thorough and inspiring work. The organization is open to all students of the college and citizens of Huron. Students should plan to join the Union and to receive from it the benefits of good choral training. The Union studies and presents in concert Standard Choral Works and Oratorios.

Choir—Mr. Bailey is director of a large chorus in one of the principal churches of the city, to which students of sufficient proficiency are admitted. The choir sings regularly on Sunday mornings and evenings and during the year several musical services are given. During the past year the choir presented Gaul's *Holy City* and Stainer's *Crucifixion.*

Girls' Glee Club—A young women's glee club is maintained and is doing good work under the direction of Miss Deming. Membership in this club is open to all young ladies of the college but is limited as to number. The club appears in concerts and at various college functions.

Student Recitals—Short, informal recitals are given regularly by the students in the college auditorium. The purpose of such frequent appearance is to make the pupils as free from self-consciousness as possible. Occasional evening recitals which are open to the public are given by the more advanced students.

Faculty Recitals—Occasional recitals are given by different members of the faculty throughout the year, to which the public is invited and which the students are urged to attend.

TUITION

For Private Instruction	Per Semester	
	One lesson	Two lessons
(Half-hour lessons)	a week	a week
Voice (Mr. Bailey)	$22.50	$36.00
Piano (Miss Deming)	18.00	30.00
Piano (Miss Finley)	15.00	24.00
Pipe Organ(Mr. Bonesteel)	18.00	27.00
Violin, Viola, etc. (Miss Ewart)	18.00	27.00
Flute, Clarinet, etc. (Mr. Christensen)	18.00	27.00
Cornet, Trombone, etc. (Mr. Christensen)	18.00	27.00
Theory, History of Music	18.00	27.00
Public School Music	18.00	27.00
Expression (Mrs. Roszell)	18.00	30.00

In Classes of Three or More

(One hour lessons)

Theory or History of Music		$12.00
Public School Music		12.00
Violin for Children		10.00
Normal Training Piano Department for Children		10.00
Expression		12.00
Children's Class in Expression (Saturday Morning)	5.00	
Tuition for the Regular Music Course		85.00

OTHER FEES

Piano Rental for Practice:	Per semester
—One period per day	$ 5.00
—Two periods per day	8.00
—For each additional hour	2.00
Pipe-Organ Rental, 1 hour per day	10.00
(Additional for pumping 15 cents per hour.)	
Room Rent in the Voorhees Dormitory (for girls)	18.00
Table Board, about $3.25 per week	58.50
Laundry, about	8.00
Books, including sheet music from $3 to $6	5.00
*Students' Association Fee ($5 per year or)	3.00

*Students not rooming in the dormitory, who enroll for not more than two lessons per week, if they do not desire to take advantage of the special privileges provided for by payment of the full fee of $3 per semester to The Students' Association, may pay a contingent fee of $1 per semester in lieu of the regular fee.

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work, will have the privilege of paying according to the following schedule, provided that the charge made for any semester registration shall not be less than five dollars.

$1.50 per lesson from teachers whose semester rate is	$22.50
$1.25 per lesson from teachers whose semester rate is	18.00
$1.00 per lesson from teachers whose semester rate is	15.00

SUGGESTIONS AND REGULATIONS

1. It is advisable that students take two lessons per week, as this insures more rapid progress in their studies.

2. Lessons missed by pupils or those falling on holidays or vacations, or on days or periods of days on which the college is closed, will not be made up unless otherwise arranged.

3. Students discontinuing their work during the semester will be charged the single lesson rate.

4. All voice-students are invited to sing in the chorus, which will meet once a week.

5. All students studying orchestra or band instruments have the opportunity to play in such organizations.

6. All lessons in the School of Music will be given by the semester, the semesters in this department being identical with those of the other departments. Private lessons of thirty minutes each will be given in Voice, on the Piano, Violin, and other instruments. Class lessons in the Theoretical Subjects, Public School Music, Drawing, and other subjects will be one hour each.

7. Arrangements relating to the assignment of work, changing of lesson hours, piano practice, and similar matters should be made with the Director of Music.

8. All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. All financial arrangements should be made with the Treasurer **before** the student begins work.

Degrees Conferred

June, 1916

IN COURSE

Eulela Elizabeth Andrews, B. S.
Mary Elva Brown, A. B.
Laura Almira Culver, B. S.
Wallace Leroy Emerson, A. B.
Louise F. Furman, B. S.
Edna Yvonne Guernsey, A. B.
Ruth Jamieson Ham, B. S.
Grace A. Hannum, B. S.
Clifford Clark Hoffman, B. S.
Helen Jacobsen, B. S.
Otto Ernst Jahn, B. S.
Aya Kunii, B. S.
Earl Albert Louder, B. S.
Harry Stewart Mateer, B. S.
Mildred Janet McEwen, B. S.
Jessie Black McKay, B. S.
Norreys H. McKay, B. S.
William Edwards Pinch, B. S.
Robert Ernest Rawlins, B. S.
Albert Henry Saunders, A. B.
Amy Charlotte Schroeder, B. S.
Elizabeth M. VanderVoort, B. S.
Philip Edward Kreimann, B. S.

Departmental Graduates

June, 1916

ACADEMY

Dick Cornelius Bloemendaal
Garrit John Bloemendaal
Henry Boe
Altie May Culver
Leona Lucia Culver
Averil Verdetta Deeg
Nancie Jane Hannum
Ralph Charles House
Mary Adeline McArthur
Harold John Newman
Philip Cornelius Noble
Helen Gould Owen
William Waldo Parks
Carl Wilson Speirs
Ralph Smith
Hiram Cleworth Whaley

COMMERCIAL

Shorthand

Vesta E. Alger
Mabel O. Boesl
Delpha G. Cartner
Anna Christenson
May A. McCarthy
Esther Moriarty
George W. Olson
Mary Edna McPhillips
Anna S. Wemmering
Ethel Marie Taft
Merle Anna Phillips

Accounting

Aden Francis Bowman
Wilbur C. Ewing
Etta Oral Smith
Marguerite Evelyn Tucker
Nellie Viola Wales
Thomas Harold Young

MUSIC

Voice

Lola Murel Alley
Ruth Miner

Piano

Hazel Dell Alley

Public School Music	Public School Drawing
Amy Ethel Benson	Amy Ethel Benson

Normal Course in Piano

Anna Jane Erwin

COMMENCEMENT ORATORS

June, 1916

"The Abolition of War"	Otto E. Jahn
"Men and Machines"	Elizabeth M. VanderVoort

Note—In the public exercises of commencement day, the graduating class is represented by two orators chosen by the class from a list nominated by the faculty.

PRIZES AWARDED

1915-1916

The F. H. Kent Prizes in Oratory

1. Jean Brady
2. Albert McMillan

The Charles E. De Land Prize in Oratory

1. Elizabeth VanderVoort

The Thomas Maynard Prizes in Declamation

1. Mary Farrell
2. Jean Brady

1913 Class Prize in Debate

1. Emil Utterback

Smith Extemporaneous Speaking Trophy

1. William A. Roberts

The Prohibition Oratorical Contest

1. Jean Brady
2. Mary Farrell

The Robert C. Gibbs Prize for Scholarship

1. Esther Rowe

COLLEGE DEBATERS

1915-1916

Yankton at Yankton: C. J. Boe, C. F. Jones, Emil Utterback.
Dakota Wesleyan at Huron: J. Edwin Pasek, Albert McMillan, Francis Ice.
State University at Vermillion: Laura Richter, Jessie McKay, Jean Brady.
Morningside at Huron: Mary Farrell, Irene Schoof, Bessie VanderVoort.

List of Students

1916-1917

(The numbers refer to the bound volume of registrations)

College

SENIORS

192.	Bliss, Wilma Margarite	Huron
216.	Dean, Marietta McCabe	Huron
223.	Elliott, Crystal	Lemmon
243.	Granger, Margaret Roe	Aberdeen
260.	Henning, Ruth Elizabeth	Alpena
276.	King, Etha Parks	St. Lawrence
286.	Lindsey, Alta Ruth	Allen
307.	Miner, Isabel Sutherland	Cavour
317.	McMillan, Albert Lincoln	Alpena
331.	Purves, Elizabeth	Tracy, Minn.
391.	Richter, Edward Henry	Dell Rapids
338.	Roberts, George Wesley	Pierpont
400.	Roberts, William Alun	London, England
341.	Rossman, Dorothy	Highmore
343.	Rowe, Esther	Huron
345.	Russell, Julia Vera	Huron
351.	Schoof, Joseph Ernest	(17)Doland

JUNIORS

413.	Boe, Christian Jorgen	Presho
196.	Boughton, Lloyd Leander	Huron
405.	Brady, Sarah Jean	Huron
227.	Farrell, Mary Katherine	Huron
238.	Geiger, Nellie Elizabeth	Huron
248.	Hagen, Isaiah Oscar	Huron
392.	Hagen, Mabel Margret	Huron
250.	Hammond, Dephane Delphine	Huron
261.	Hines, Larry	Bates
263.	Hogan, Ruth	Huron
266.	Horn, Raymond William	Aberdeen
270.	Ice, Francis Worthington	Isle, Minnesota
277.	King, Frances Willard	St. Lawrence
398.	Longstaff, George Elbert	Huron
294.	Lundman, Alma Theresa	Groton
298.	Manwaring, Eula	Huron
304.	Meigs, Wayne Wilbur	Huron

326.	Pease, Miriam Ellen	Huron
406.	Siddons, Glenn Robert	Platte
462.	Steffen, Amelia	Iroquois
380.	Voigt, Carl Emil	Aberdeen
403.	Wagner, Clarence Edward	(22)Huron

SOPHOMORES

185.	Babbitt, Lucille	Huron
186.	Babbitt, Ross M	Huron
197.	Brown, Bessie	Clarksville, Ark.
200.	Bullock, John	Onida
217.	DeBoer, Hilda E	Pollock
222.	Dyce, Mae V	Wentworth
226.	Erwin, Anna Jane	Groton
237.	Gascoigne, Claude C	Huron
241.	Given, Harold W	Huron
245.	Guernsey, Grace Darline	Wolsey
415.	Haile, Mrs. Elizabeth H.	Huron
258.	Hartwell, Alice Ellen	Pierre
259.	Hays, Gladys	Armstrong, Iowa
269.	Huntley, Harvey Russell	Huron
274.	Jones, Hazel Beatrice	Midland
303.	Mauch, Margaret Evelyn	Hetland
305.	Mickelson, Anna Gurine	Sisseton
399.	Mitchell, Barbara Marian	Hamburg, Iowa
309.	Moyer, Carl E	Miller
318.	McMurchie, Donald Clement	Centerville
319.	Nelson, Alma L	St. Lawrence
325.	Pasek, Joseph Edwin	Bristow, Neb.
333.	Reeves, Alta May	St. Lawrence
335.	Richter, Laura Agnes	Dell Rapids
340.	Rogers, Mildred Kate	Wessington
342.	Rother, Hildegard	Huron
347.	Russell, Samuel Lloyd	Huron
350.	Schoof, Agnes Irene	Doland
356.	Siddons, Olive	Platte
366.	Takahashi, Midzuho	Asahigawa, Japan
374.	Trumble, Delta	Okobojo
378.	Utterback, William Emil	Huron
379.	Vandervoort, Gertrude Marie	Huron
388.	Wilson, Robert J	(34) Groton

FRESHMEN

160.	Blake, Marion Nellie	Huron
394.	Bloemendaal, Dick Cornelius	Clear Lake
395.	Bloemendaal, Garrit John	Clear Lake
193.	Bloodgood, Hazel Gene	Huron
414.	Boe, Henry	Presho

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199.	Brown, Frances Lorraine	Pierre
201.	Burgeson, Wilbur Bernard	Bryant
202.	Carroll, Hattie Elizabeth	Huron
206.	Clarke, Vernon John	Huron
209.	Coquillette, Marie	Miller
211.	Crawford, Robert Dean	Huron
215.	Dean, Hugh Holcomb	Huron
218.	DeGeest, William E.	Ree Heights
219.	Dickinson, Consuelo Margaret	Huron
221.	Durfee, James Randall	Huron
225.	Elwood, Carol Jean	Lime Springs, Iowa
228.	Flint, Alma	St. Lawrence
233.	Freeburg, Signe Elvera	McPherson, Kansas
236.	Frost, Oscar	Huron
242.	Glennon, Robert Persall	Huron
244.	Griffith, William Hugh	Huron
252.	Hannum, Nancie	Huron
255.	Harris, Mary Elizabeth	Wessington
262.	Hoffman, Harry Merwin	Huron
264.	Holton, Keith Henry	Huron
265.	Holton, Verl Alred	Huron
267.	House, Ralph Charles	Wessington
271.	Jackson, Hazel Dean	Ipswich
272.	Jackson, Ruth Louise	Ipswich
273.	Johnston, Laura Agnes	Faulkton
280.	Laughlin, Mary Irene	Huron
282.	Lawler, Lois Belle	Huron
284.	Lewis, Gladys Katherine	Sisseton
285.	Licht, Mary Elizabeth	Huron
290.	Lloyd, Bryan Webster	Huron
291.	Lloyd, Walter Ross	Huron
397.	Longstaff, John Walter	Huron
295.	Lyon, Esther Dorothea	Huron
297.	Mann, Gladys Wilhelmina	Huron
299.	Manwaring, Mildred	Alpena
312.	McArthur, Mary Adeline	Harrold
316.	McKay, Neil Scott	Huron
306.	Miller, Eleanor Arementha	Rapid City
410.	Newman, Harold John	Cavour
321.	Notestein, Edward Noyes	Huron
323.	Owen, Helen Gould	Allen
327.	Peterson, Albert	Huron
328.	Potter, James Keith	Huron
330.	Pritzkau, Elsie Karolyne	Mitchell
332.	Reese, Mildred Claire	Huron
357.	Snyder, Carl S.	Belmond, Iowa

359.	Stemme, Robert	Chicago, Ill.
401.	Styer, Cornelius William	Huron
365.	Tait, Frances Agnes	Huron
368.	Taylor, Rodolphus B.	Huron
369.	Thomson, Charles Merle	Miller
373.	Traphagen, Elva S.	Britton
377.	Urquhart, Marjorie Maude	Huron
381.	Voigt, Walter Leonard	Aberdeen
382.	Wallace, Pearl E.	Britton
385.	Whaley, Hiram Cleworth	Flandreau
387.	Williams, John Raymond	Wautauga
389.	Woods, Melvin Tedford	Mobridge
390.	Young, Nora Lucina	Huron
429.	Young, Thomas Harold	(65) Huron

Academy

FOURTH YEAR STUDENTS

188.	Benson, Marian Adele	Onida
191.	Blakely, Rachel Irene	Canistota
194.	Boesl, Myrtle	Allen
239.	Genung, Ruth May	Newark
240.	Gilchrist, Charles Beyaleel	Kadoka
246.	Gunn, Alice Marion	Huron
254.	Harper, Claudia	Wolsey
268.	Hunt, Genevieve May	Huron
430.	Krueger, Hans Louie	Iroquois
287.	Lindsey, John Hunter	Allen
393.	Lundman, Amelia Anna	Groton
313.	McCarthy, May Alice	St. Lawrence
344.	Russell, Elizabeth Martha	Philip
353.	Sheffer, Lillie M	Onida
372.	Timberman, Galen Emerson	Huron
384.	West, Charles Pierce	(16) Wessington

THIRD YEAR STUDENTS

213.	Davies, Sarah Alice	Huron
214.	Davis, John Arthur	Wolsey
247.	Gunn, Elizabeth Muriel	Huron
251.	Hampel, Ruth Elizabeth	Faith
253.	Hanson, Marguerite Sylvia	Kadoka
465.	Hoy, Edna	Carpenter
278.	Knapp, Roy Alexander	Bonilla
288.	Lindsey, Mervin Edwin	Allen
348.	Saathoff, Joseph Herre	Huron
361.	Sutton, Elsie Naper	Laurel
363.	Sutton, Jeanie Elizabeth	Laurel

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364.	Sutton, John Edwin	Laurel
370.	Thurston, Edna Olive	Cavour
371.	Thurston, Everett John	Cavour
438.	Trumble, Nora Otela	Okobojo
386.	Williams, Curtis Roy	(16) Wolsey

SECOND YEAR STUDENTS

187.	Beck, Louise Anna	Huron
220.	Draper, Viola May	Huron
224.	Elmer, Isabella Williams	Fedora
249.	Hall, Jesse Calvin	Sturgis
256.	Hart, Grace Harriet	Bradley
296.	Madsen, Florence	Carpenter
314.	McEachran, Frances Marie	Hamill
320.	Noe, Luther	Wessington
336.	Ripley, Marguerite Lambie	Forest City
337.	Ripley, Maude Napier	Forest City
349.	Saunders, Charles	Huron
358.	Starr, Hugh Francis	(12) Osage, Iowa

FIRST YEAR STUDENTS

257.	Hart, Iva Margaret	Bradley
433.	Imker, Paul Henry	Hitchcock
279.	Kreiman, Alvin Arthur	Hitchcock
281.	Launspach, John Alexander	Red Owl
292.	Lockwood, Mary Bessie	Huron
293.	Lockwood, Pearl Ida	Huron
322.	Otto, Emma M.	Wessington
329.	Preston, Grant Ellsworth	Hitchcock
416.	Smiley, Wilda Juanita	Garland
360.	Stevens, Elva	Huron
362.	Sutton, James Henry	Laurel
375.	Tschetter, Joseph S.	(12) Yale

Business College

ACCOUNTING

195.	Borah, Carroll	Huron
207.	Clegg, Frank	St. Lawrence
231.	Foglesong, Pearl Myrtle	Hitchcock
264.	Holton, Keith Henry	Huron
454.	McWhorter, Howard	Huron
463.	Newland, Lee	Gettysburg
353.	Sheldon, Mildred Grace	Carpenter
383.	Welch, Golda Fern	Huron
447.	Wilkinson, Travis Kirk	(9) Itasca, Texas

SHORTHAND

208.	Clow, Ruth	Pierre
232.	Foley, Ethelyn Ilione	Huron
234.	Fritts, Emma	Forestburg
235.	Frost, Anna	Huron
436.	Grotness, Mildred	Story City, Iowa
282.	Lawler, Lois Belle	Huron
308.	Montgomery, Dorothy Virogna	Huron
321.	Notestein, Edward Noyes	Huron
455.	Oviatt, Helen	Huron
324.	Padesky, Lillian	Huron
431.	Reick, Alma	Huron
342.	Rother, Hildegard	Huron
355.	Shonbrun, Alta Louise	Miller
367.	Tam, Mrs. Nellie May	Huron
376.	Tucker, Marguerite Evelyn	(15) Huron

Music

VOICE

444.	Alley, Lola Murel	Huron
189.	Blackmun, Verne	Miller
190.	Blake, Marion Nellie	Huron
417.	Borah, Leo Arthur	Huron
196.	Boughton, Lloyd Leander	Huron
200.	Bullock, John	Onida
202.	Carroll, Hattie Elizabeth	Huron
466.	Clodfelter, Phoebe	Miller
212.	Curtis, Horace	Huron
214.	Davis, John Arthur	Wolsey
221.	Durfee, James Randall	Huron
225.	Elwood, Carol Jean	Lime Springs, Iowa
226.	Erwin, Anna Jane	Groton
227.	Farrell, Mary Katherine	Huron
419.	Flanagan, Mrs. W. J.	Huron
259.	Hays, Gladys	Armstrong, Iowa
432.	Hogan, Florence	Huron
271.	Jackson, Hazel Dean	Ipswich
272.	Jackson, Ruth Louise	Ipswich
409.	Kent, Leon Frank	Huron
446.	Kinkead, Beryl	Huron
283.	Lessenberry, David Daniel	Glasgow, Ky.
284.	Lewis, Gladys Katherine	Sisseton
422.	Medbery, Ethlyn	Huron
427.	Miller, Mrs. Elsa Schulz	Huron
308.	Montgomery, Dorothy Virogna	Huron

311.	Murray, Gladys	Huron
317.	McMillan, Albert Lincoln	Alpena
326.	Pease, Miriam Ellen	Huron
458.	Pyle, Gladys	Huron
407.	Simpson, Mary Eleanor	Huron
461.	Sloggett, Frank O.	Cleveland, Ohio
459.	Sohn, Eleanor M.	Huron
402.	Tracy, Clare	Wessington
460.	Thomas, Clement	Huron
425.	Wagner, Marie	Huron
445.	Woodruff, Bessie	(37) Miller

PIANO

470.	Ackley, Leora	Huron
437.	Alger, Vesta Elizabeth	Huron
184.	Alley, Hazel Dell	Huron
444.	Alley, Lola Murel	Huron
476.	Andrew, Ruth Elizabeth	Huron
395.	Bloemendaal, Gerrit John	Clear Lake
448.	Boyd, Albert	Hetland
198.	Brown, Elisabeth Holland	Huron
200.	Bullock, John	Onida
202.	Carroll, Hattie Elizabeth	Huron
203.	Carson, Mary	Huron
478.	Challacombe, Rosalie B	Huron
205.	Clarke, Alfra Ellen	Huron
474.	Costello, Katherine	Cavour
210.	Crawford, Jeanette	Huron
213.	Davies, Sarah Alice	Huron
396.	Dean, Esther	Huron
226.	Erwin, Anna Jane	Groton
227.	Farrell, Mary Katherine	Huron
229.	Flint, Emily Irene	St. Lawrence
231.	Foglesong, Pearl	Hitchcock
468.	Frautz, Wilma	Huron
233.	Freeburg, Signe Elvera	McPherson, Kansas
439.	Gardner, Helen	Huron
240.	Gilchrist, Charles Beyaleel	Kadoka
243.	Granger, Margaret Roe	Aberdeen
249.	Hall, Jesse Calvin	Sturgis
252.	Hannum, Nancie	Huron
255.	Harris, Mary Elizabeth	Wessington
264.	Holton, Keith Henry	Huron
441.	Housman, Mrs. Agnes S.	Huron
259.	Hays, Gladys	Armstrong, Iowa
268.	Hunt, Genevieve	Huron
472.	Issenhuth, Mona	Huron

271.	Jackson, Hazel Dean	Ipswich
272.	Jackson, Ruth Louise	Ipswich
273.	Johnston, Laura Agnes	Faulkton
274.	Jones, Hazel Beatrice	Midland
421.	Krahn, Albertina	Aberdeen
280.	Laughlin, Mary Irene	Huron
284.	Lewis, Gladys Katherine	Sisseton
285.	Licht, Mary Elizabeth	Huron
294.	Lundman, Alma Theresa	Groton
393.	Lundman, Amelia Anna	Groton
298.	Manwaring, Eula	Huron
300.	Mason, Margaret	Huron
301.	Matejka, Alice Jossie	Huron
302.	Matejka, Sylvia	Huron
453.	Matson, Carrie B	Huron
303.	Mauch, Margaret Evelyn	Hetland
423.	Milliren, Lois G.	Pipestone, Minn.
310.	Murphy, Blanche U.	Huron
314.	McEachran, Frances Marie	Hamill
315.	McEachran, Maude	Hamill
440.	McIlvaine, Evelyn	Huron
411.	Oberg, Mabel	Minneapolis, Minn.
325.	Pasek, Joseph Edwin	Bristow, Neb.
334.	Reeves, Mrs. Floyd W.	Huron
473.	Richards, Josephine	Huron
336.	Ripley, Marguerite Lambie	Forest City
339.	Robinson, Bernice Mary	Huron
341.	Rossman, Dorothy	Highmore
424.	Schaller, Genevieve	Huron
350.	Schoof, Agnes Irene	Doland
354.	Shepard, June	Alpena
356.	Siddons, Olive	Platte
360.	Stevens, Elva	Huron
361.	Sutton, Elsie Naper	Laurel
370.	Thurston, Edna Olive	Cavour
379.	Vandervoort, Gertrude Marie	Huron
471.	Willard, Glatha	Huron
445.	Woodruff, Bessie	(72) Miller

NORMAL PIANO

404.	Alley, Mina	Huron
464.	Camp, Margaret	Huron
204.	Chamberlain, Joyce	Huron
408.	Costain, Dorothy	Huron
426.	Costain, Keith	Huron
418.	Cox, Crystal	Huron
230.	Foasberg, Katherine	Huron

HURON COLLEGE, HURON, SOUTH DAKOTA

420.	Gustafson, Lyall	Huron
469.	Hanson, Iola	Huron
275.	Kiddle, Venice	Huron
475.	Leighton, Inez	Huron
289.	Lindsey, Ruby	Huron
450.	Loyd, Wanda	Huron
451.	Mason, Gertrude	Huron
428.	Poole, Kenneth	Huron
456.	Preston, Fern	Huron
457.	Preston, Leao	Huron
346.	Russell, Milton	(18) Huron

VIOLIN

435.	Anderson, Walter	Huron
194.	Boesl, Myrtle	Allen
199.	Brown, Frances Lorraine	Pierre
467.	Cone, Kathleen Emily	Huron
209.	Coquillette, Marie	Miller
278.	Knapp, Roy Alexander	Bonilla
452.	Matejka, Clara	Huron
449.	Murphy, Katherine H	Huron
315.	McEachran, Maude	Hamill
412.	Pfeffer, Frederic D	Huron
360.	Stevens, Elva	Huron
389.	Woods, Melvin Tedford	(12) Mobridge

PUBLIC SCHOOL MUSIC

226.	Erwin, Anna Jane	Groton
259.	Hays, Gladys	Armstrong, Iowa
432.	Hogan, Florence	Huron
284.	Lewis, Gladys	(4) Sisseton

THEORETICAL SUBJECTS

211.	Carroll, Hattie Elizabeth	Huron
226.	Erwin, Anna Jane	Groton
227.	Farrell, Mary Katherine	Huron
229.	Flint, Emily Irene	St. Lawrence
259.	Hays, Gladys	Armstrong, Iowa
268.	Hunt, Genevieve	Huron
298.	Manwaring, Eula	Huron
301.	Matejka, Alice Jossie	Huron
303.	Mauch, Margaret Evelyn	Hetland
434.	Smith, Mildred	(10) Huron

CORNET

225.	Elwood, Carol Jean	(1) Lime Springs, Iowa

EXPRESSION

405.	Brady, Sarah Jean	Huron

227.	Farrell, Mary Katherine	Huron
439.	Gardner, Helen	Huron
442.	Issenhuth, Dale	Huron
275.	Kiddle, Venice	Huron
443.	Klemme, Alice	Huron
377.	Urquhart, Marjorie Maude	Huron
382.	Wallace, Pearl E.	(8) Britton

1916 Summer School Students

127.	Albrecht, Rosa C.	Doland
168.	Alley, Floyd	Huron
166.	Alley, Hazel	Huron
1.	Anderson, Alma	Hitchcock
155.	Baddeley, Lena M.	Ft. Pierre
2.	Bandy, James Ross	Huron
3.	Bangs, Frances	Huron
177.	Bell, Mary	Huron
156.	Benning, Dale	Rockham
4.	Boe, Thorwald	Presho
5.	Bolan, Alma E.	Iroquois
6.	Bolan, Edith M.	Iroquois
179.	Borgeson, Sylvia Merriam	Willow Lake
7.	Bowe, Winifred Mae	Huron
8.	Bowman, Dora L.	Wessington
9.	Brown, Elizabeth Holland	Huron
10.	Bruce, Christena	Wasta
11.	Callahan, Katie	DeSmet
12.	Carroll, Hattie E.	Huron
13.	Carson, Mary	Huron
14.	Chamberlain, Joyce	Huron
15.	Chandler, Ruth	DeSmet
16.	Christoffel, Mamie T.	Doland
128.	Clarke, Charles	Huron
165.	Corey, Mrs. John	Bryant
169.	Craig, Olive Mae	Cavour
180.	Culver, Laura A.	Cavour
17.	Cummings, Eta	Miller
18.	Dalrymple, Clara Elsie	Wolsey
19.	Draper, LaVerne	Huron
20.	Deeg, Averil V.	Huron
21.	Dettmer, Anna M.	Wolsey
22.	Ebert, Mabel	Huron
23.	Ellis, Myrtle Leola	Sibley, Iowa
24.	Ely, Grayce	Wolsey

149.	Erwin, Leo R.	Aberdeen
170.	Ford, Erma	Wessington Springs
129.	Fountain, Blanch	Osceola
25.	French, Bulah Eva	Bonilla
26.	Furrer, Susie	St. Lawrence
27.	Gallagher, Mamie A.	DeSmet
28.	Gallagher, Margaret	DeSmet
29.	Gardner, Ethel Mae	Huron
130.	Gardner, Helen	Huron
30.	Gehm, Alma Alvena	DeSmet
31.	Geiger, Nellie Elizabeth	Huron
32.	Gepner, Pearl	Marshfield, Wis.
33.	Giard, Ruth	Huron
131.	Given, Harold W.	Huron
34.	Goeken, Lois E.	Rockham
35.	Gotthold, W. C	Redfield
36.	Graham, Inis M	Huron
157.	Groom, Della	Des Moines, Iowa
162.	Haffner, Caroline Isabelle	Huron
37.	Hall, Irma	Stickney
171.	Hamilton, Ellen	Bonilla
38.	Hanley, Marcella E.	Broadland
39.	Hannum, Nancie	Huron
160.	Hansen, Goodwin	Wall
40.	Harper, Claudia	Wolsey
41.	Harper, Harrv Jean	Wolsey
172.	Henderson, Ruth E	Wessington
42.	Hensley, Marie M.	Alpena
43.	Herrman, Edna	Hilland
44.	Hillis, Marjorie I	Alpena
45.	Hofer, Jacob	Yale
132.	Hofer, John J.	Carpenter
46.	Hogan, Ruth R.	Huron
47.	Hoskins, Lois L.	Wolsey
48.	Hoy, Charles Ross	Virgil
150.	Hoy, Edna	Carpenter
167.	Hoyman, Ada L.	Ladner
49.	Hughes, Frances M.	Tyndall
133.	Hunt, Genevieve	Huron
134.	Huntly, Harvey Russell	Huron
163.	Ice, Frances W.	Huron
50.	Jensen, Bertha May	Wasta
51.	Jones, Jennie	Huron
52.	Kammerdiner, Mabel	Miller
53.	Kane, Goldie	Miller
54.	Kellem, Walter C	Wall

55.	Kelley, Zita	Huron
56.	Kerr, Tossie Lelah	Vfrgil
135.	Kreiman, Philip	Hitchcock
57.	Krueger, Hans L	Iroquois
58.	Lea, Frances G	Doland
59.	Leyhe, Cornelia	Wolsey
60.	Licht, Mary Elizabeth	Huron
61.	Lindsey, John Hunter	Allen
136.	Linka, Lydia L	Tyndall
62.	Lloyd, Bryan W	Huron
151.	Loftus, Irene	Carthage
137.	Lundman, Alma Theresa	Groton
138.	Lundman, Amelia Anna	Groton
63.	Manwaring, Eula	Huron
64.	Manwaring, LaRue	Alpena
183.	Markus, Leola Louise	Miller
65.	Martin, Ella Marie	Huron
66.	Matejka, Alice	Huron
139.	May, Gertrude	Wessington Springs
173.	Meek, Helen	Huron
67.	Meyers, Bert R	Huron
68.	Miller, Dottie	Underwood
69.	Mills, Winnifred	Huron
70.	Mohr, Golda	Miller
71.	Mohr, Sylva	Miller
72.	Morrissey, Zazel B	Huron
73.	Morse, Margie Estella	Bonilla
74.	Morstad, Gertrude	Carthage
75.	McCormick, Sarah	Woonsocket
140.	McCoy, Ixora Coy	Philip
76.	McGinty, Ethel	Huron
77.	McGinty Lucile	Huron
78.	McGuire, Mary A	Yale
79.	McIlvaine, Evelyn	Huron
80.	McKay, Jessie B	Huron
81.	McMillan, Albert	Alpena
178.	McMillan, O. G	Alpena
82.	Neeman, Sylvia	Wolsey
83.	Nelson, Annabel	Carthage
84.	Norin, Hanna	Centerville
85.	Norin, Olga Helena	Centerville
86.	Ohlson, Lydia Bertina	Carthage
174.	Ohm, Vera	Huron
87.	Olson, Edith Viola	Florence
88.	Palmer, May	Huron
89.	Parke, Dorothy	Huron

152.	Parks, Dora W.	Huron
90.	Pickell, Cecile Elsie	Carthage
141.	Pfefferle, Emma	DeSmet
158.	Price, Margaret	Huron
153.	Randall, Lester	Huron
91.	Ray, Ulysses	Huron
181.	Reed, Mamie A.	Huron
92.	Reid, James C	Blunt
93.	Resler, Joanna	Wessington
154.	Richart, Anna	Wessington
94.	Rodne, Selma T	Hitchcock
159.	Rossman, Dorothv	Highmore
95.	Rowe, Esther	Huron
96.	Russell, Elizabeth M	Philip
142.	Saathoff, Joseph Herre	Huron
97.	Sauer, John Pierce	Huron
161.	Saunders, Charles	Huron
175.	Scheele, Clara	Yale
98.	Shannon, Josephine	Woonsocket
99.	Shannon, Ruth	Woonsocket
100.	Sheffer, Lillie Margaret	Onida
101.	Shepard, June	Alpena
102.	Shepherd, Grace	Frankfort
103.	Shores, Mabel Grace	St. Lawrence
104.	Smith, Olga M	Huron
105.	Spear, Ida M	White River
106.	Spear, Nellie M	White River
143.	Steffen, Amelia	Iroquois
107.	Stephens, Erwin E	Bradley
182.	Stephens, Gladys	Iroquois
108.	Stiver, Ruth	Huron
144.	Stone, Beatrice	Van Metre
109.	Stransky, Vera Adeline	Huron
110.	Stratton, Cole	Miller
111.	Streeter, Georgia	Huron
112.	Streeter, Mollie	Huron
113.	Stroh, Katheryne	Gettysburg
145.	Strong, Hazel	Virgil
114.	Syring, Edna	Wessington
115.	Tabor, Mrs. Gertrude	Garretson
116.	Thomas, Ethel L	Rockham
117.	Thorpe, Cleata	Huron
118.	Timberman, Galen E	Huron
119.	Traver, Nina B	Bonilla
120.	Triebwasser, Emma	Gettysburg
121.	Tyron, Clara	Highmore

122.	Van Arsdale, Gladys	Huron
123.	Waggoner, Vernie E	Van Metre
146.	Waldner, Joseph F	Huron
147.	Wallace, Florence M	Alpena
124,	Warren, Carrie M	Wessington
176.	Weiss, Amelia	Manila
164.	Weiss, Mathilda	Manila
148.	Westwood, Phoebe	Huron
125.	Winter, William J	Huron
126.	Wright, Maude	(183) Lead

Summary for 1916-1917

COLLEGE

Seniors	17		
Juniors	22		
Sophomores	34		
Freshmen	65		
		138	

ACADEMY

Fourth Year	16		
Third Year	16		
Second Year	12		
First Year	12		
		56	

NORMAL

All Normal students are classified with their respective classes in the Academy and the College departments.

BUSINESS

Commercial	9		
Shorthand	15		
		24	

MUSIC

Piano	72		
Violin	12		
Voice	37		
Theoretical Subjects	10		
Normal Piano	18		
Expression	8		
Public School Music	4		
Cornet	1		
Less Duplicates	29		
		133	
Grand Total			351
Less Duplicates			57
Net Enrollment Sept., 1916, to June 1917			294

SUMMER SCHOOL OF 1916

Total Registrations	183	
Less duplicates counted in preceding departments	34	
		149
NET TOTAL for the year		443

SUMMARY OF STUDENT REGISTRATION FOR NINETEEN YEARS

Departments	1898–9	1899–0	1900–1	1901–2	1902–3	1903–4	1904–5	1905–6	1906–7	1907–8	1908–9	1909–0	1910–1	1911–2	1912–3	1913–4	1914–5	1915–6	1916 1917
College..	4	8	10	12	16	15	24	30	24	40	54	47	69	74	75	90	112	127	138
Academy	38	42	53	44	57	56	48	38	44	90	93	91	78	64	63	55	69	74	56
Normal.	23	29	17	42	41	49	34	40	34	34	22	18	*	*	*	*	*	*	*
Business.	41	39	42	57	75	59	66	73	56	85	102	115	98	92	49	64	38	67	24
Music...	42	42	37	44	46	69	54	54	71	102	105	72	179	113	69	66	115	116	133
Art.....	......	......	......	......	......	......	19	10	......	......	......	......	23	......	......	......	......	......	....
Elocution	......	......	63	37	......	12	......	7	......	......	25	11	19	34	......	......	......	......	....
Night School	......	......	......	14	......	......	......	......	......	......	......	......	......	......	......	......	......	......	....
Summer School	......	......	......	67	72	64	72	100	88	138	152	160	185	228	194	196	205	205	183
Less Duplicates	12	4	53	60	41	31	27	19	35	74	87	75	137	121	62	73	86	117	91
Net Total	136	156	169	257	266	293	290	333	282	415	466	436	488	484	388	398	453	472	443

*All Normal students are classified with their respective classes in the Academy and the College Departments

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Huron College

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HURON COLLEGE BULLETIN

JUNE 1918

ANNOUNCEMENTS FOR 1918-19

HURON, SOUTH DAKOTA

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JUL 15 1918
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Huron College Bulletin

PUBLISHED TWO TIMES EACH MONTH BY HURON COLLEGE

VOL. XVIII—No. 1 *HURON, SOUTH DAKOTA* JUNE 1, 1918

Entered as second class matter April 8,'11 at the post office at Huron, S. D., under act of July 16,'94

Communications with regard to gifts or endowments, or requests for information may be addressed to Huron College, Huron, South Dakota, (Rev. Harry Morehouse Gage, President or Mr. John I. Pasek, Treasurer and Business Manager). Checks or Drafts should be made payable to the order of "Huron College."

Corporate name: "Huron College." **Form of bequest:** "I give, devise and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College____

(If real estate is to be conveyed, a full and legal description of property should be here given.)

Annual Catalogue Edition

June, 1918

Announcements for 1918-19

THE PURPOSE OF THIS BULLETIN IS TO SERVE AS A MEDIUM OF COMMUNICATION BETWEEN THE STUDENTS AND FRIENDS OF THE COLLEGE AND TO PUBLISH MATTERS OF INTEREST IN CONNECTION WITH THE INSTITUTION

College Calendar

1918

June

22 Saturday .... *Summer School Closes*

September

16-17. Monday, 10:00 a. m. to Tuesday, 4:00 p. m .... *Registration of Students*

18. Wednesday .... *First Semester Begins*

8:00 a. m .... *Registration Continued*

2:00 p. m .... *Opening Exercises in Chapel*

19. Thursday, 8:00 a. m .... *Regular Class Exercises Begin*

October

14. Monday .... *Last Day for Removal of Conditions Incurred in Second Semester of Previous Year*

November

28. Thursday .... *Thanksgiving Day Recess*

December

20. Friday, 4:00 p. m .... *Christmas Holidays Begin*

31. Tuesday, 8:00 a. m .... *Class Exercises Resume*

—1919—

January

28. Tuesday .... Mid-year Examinations Begin

February

1 Saturday .... *Mid-year Examinations Close*

1. Saturday, 4:00 p. m .... *End of First Semester*

College Calendar

Continued

4.	Tuesday	*Second Semester Begins*

March

3	Monday	*Last Day for Removal of First Semester Conditions*

April

3.	Thursday	*Annual Election of Officers of Students' Association*
24.	Monday	*Founders' Day*

May

5-6.	Monday and Tuesday	*Louis K. McClymonds Scholarship Examination*
9.	Friday	*The Thomas Maynard Declamation Contest*
21.	Wednesday, 4:00 p. m.	*Senior Vacation Begins*
28.	Wednesday	Final Examinations Begin
30.	Friday	*Memorial Day*

June

2.	Monday	*Final Examinations* Close
1.	Sunday, 10:30 a. m.	*The Baccalaureate Sermon*
	8:00 p. m.	*The Y. M. C. A. Address*
2.	Monday, 8:30 p. m.	*School of Music Recital*
3.	Tuesday, 8:30 p. m.	*Senior Class Play*
4.	Wednesday, 2:30 p. m.	*Annual Meeting of Board of Trustees*
	8:30 p. m.	*Academy and Commercial Graduation Exercises*
5.	Thursday, 10:30 a. m.	*Thirty-second Annual Commencement*
10.	Tuesday, 10:00 a. m.	*Summer School Opens*

July

19.	Saturday	*Summer School Closes*

College Calendar for 1918-19

1918 SEPTEMBER 1918

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1918 OCTOBER 1918

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1918 NOVEMBER 1918

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1918 DECEMBER 1918

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1919 JANUARY 1919

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1919 FEBRUARY 1919

SUN	MON	TUE	WED	THU	FRI	SAT
						1
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1919 MARCH 1919

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1919 APRIL 1919

SUN	MON	TUE	WED	THU	FRI	SAT
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1919 MAY 1919

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1919 JUNE 1919

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1919 JULY 1919

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1919 AUGUST 1919

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(For 1917-18)

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German
WILLIAM L. NOTESTEIN, A. M., D. D.
Greek, Latin
CHARLES W. HOCHSTETLER, A. M.
History, Political Science
H. FOSTER JONES, A. M.
English
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Biology
FREDERIC B. OXTOBY, A. M., B. D.
Biblical Literature and Interpretation
WALTER L. HARRIS, A. M.
Education, History
HOMER S. MYERS, A. M.
Mathematics
MABEL R. WIER, A. B.
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IRENE DEMING-RAYBURN
Piano, Harmony, Theory

GRACE B. FINLEY
Piano, Normal Training,

JESSIE GORDON EWART
Violin, Public School Music, Musical History

SARAH JEAN BRADY
Expression

MRS. C. G. WALKER
Public School Music

BUSINESS COLLEGE

FRANK S. FORMAN, A. B. LL. B.
Bookkeeping, and other Commercial Subjects

ELLA STARR
Shorthand, Typewriting

ALVA E. TAYLOR, D. C. L.
Lecturer on Commercial Law

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HOMER S. MYERS
Secretary of the Faculty

MABEL R. WIER
Adviser for Women

JOHN I. PASEK
Treasurer and Business Manager

LILLIAN LONGSTAFF
Office Secretary

MARY E. SCRUBY
Matron of Elizabeth R. Voorhees Dormitory

STANDING COMMITTEES OF THE FACULTY

For 1917-1918

Administration
Gage, Davidson, Harris, Notestein, Hochstetler, Gilmore, Myers

Absence
Davidson, Forman

Athletics and Gymnasium
Gilmore, Davidson, Harris, Forman

Courses
Hochstetler, Reid, Notestein, Harris, Jones, Gilmore, Myers, Gilman, Bailey

Curriculum
Harris, Reid, Notestein, Davidson, Gilmore, Hochstetler

Library and Literary Work
Notestein, Reid, McIntire, Jones, Oxtoby

Public Entertainments, Social Functions
Gilmore, Myers, French, Wier

Scholarships and Student Aid
Gage, Reid

Student Publications
Hochstetler, Myers, McIntire,

Catalogue
Notestein, Harris, Gilman

Historical Statement

THE College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson, to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Findley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President. For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town, for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

On December 4th, 1905, the down-town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was completed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings, giving the College a splendid property, free of debt, with which to face a great opportunity.

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees, followed with conditional offers or gifts. On May 25th, 1911, The General Education Board, of New York City, offered to give $100,000 on

condition that the total endowment should be made $500,000. On November 11, 1911, the half-million-dollar subscription was completed. The $500,000 Endowment was actually realized on July 31, 1916, and the funds are invested in farm mortgages.

Presidents of Pierre University and Huron College

Rev. Thomas M. Findley (Pierre)	1883-1884
William M. Blackburn, D. D. (Pierre)	1884-1898
Calvin H. French, D. D. LL. D. (Huron)	1898-1913
Rev. Harry Morehouse Gage, A. M., LL. D	1913-

Chronology

April 26, 1883	Articles of Incorporation were adopted by the Dakota Presbytery during the spring meeting held at Huron, South Dakota.
July 6, 1883	This institution began as "The Presbyterian University of Southern Dakota" and was incorporated under that name July 6, 1883, by the Presbytery of Southern Dakota, which then included all that part of Dakota Territory south of the 46th parallel of North Latitude. The Articles of Incorporation were adopted on April 26, 1883, by the Presbytery during the spring meeting held at Huron, South Dakota.
Sept. 26, 1883	The institution opened September 26, 1883, in Pierre, South Dakota, in a frame building which had just been completed for that purpose. Rev. Thomas M. Findley was president.
Oct. 11, 1884	The Synod of South Dakota accepted the institution from the Presbytery and incorporated it as "Pierre University."
Oct. 10, 1885	Rev. Wm. M. Blackburn, D. D., LL. D., was inaugurated president.
June 1, 1887	Frank A. Farrar, **first college graduate,** was graduated with the degree of A. B.
June 2, 1898	Pierre University and Scotland Academy were merged into Huron College and located at Huron, South Dakota.
June 24, 1898	The resignation of Rev. Wm. M. Blackburn, D. D., LL. D., as president was accepted and Rev. Calvin H. French was elected president.
Sept. 20, 1898	First term of school opened at the new location—Huron, South Dakota.

Dec. 29, 1898	Death of Dr. Blackburn at his home in Pierre, South Dakota.
1902	Campus of four blocks was offered by the Western Town Lot Company.
Jan. 22, 1903	Mr. Ralph Voorhees assigned to Huron College certain mortgage and other securities valued at $25,000.
Oct. 14, 1903	The name of the corporation was changed from "The Synod of South Dakota" to "Huron College."
1903	Ladies' College Association of Huron pledged $5,000 towards the construction of a girls' dormitory.
December, 1903	Mr. Voorhees offered $15,000 towards the completion of the new dormitory, which was named the Elizabeth R. Voorhees Dormitory for Girls.
Oct. 8, 1904	The Elizabeth R. Voorhees Dormitory for Girls, the first building erected on the new campus, was dedicated.
Feb. 7, 1905	Campus of four city blocks was deeded to Huron College by the Western Town Lot Company.
Nov. 7, 1905	The Trustees formally accepted Mr. Voorhees' offer of $100,000 towards the construction of a new central building.
Dec. 4, 1905	The down-town building sold. (This building was originally built for a hotel in 1888 and later (1898) was bought by the citizens of Huron and given to the Trustees of the College.)
June 7, 1906	Laying of the corner stone of Ralph Voorhees Hall, the new central building.
Feb. 15, 1907	College work was transferred to the Ralph Voorhees Hall from the down-town rented rooms.
Oct. 5, 1907	Ralph Voorhees Hall, the new central building, was dedicated.
July 8, 1909	$15,000 was received from Dr. D. K. Pearsons as the beginning of a permanent endowment.
Nov. 11, 1909	James J. Hill pledged $50,000 towards an Endowment Fund of $250,000.
Mar. 25, 1911	Huron campaign for $50,000 towards an Endowment Fund of $500,000 was closed.
May 25, 1911	General Education Board pledged $100,000 towards an Endowment Fund of $500,000.
Nov. 11, 1911	Campaign for an Endowment Fund of $500,000 was closed successfully.
Sept. 30, 1913	Inauguration of Harry Morehouse Gage as President of the College.
July 31, 1916	Collection of the $500,000 Endowment Fund completed.
Dec. 4, 1916	Oliver Memorial Fund of $15,000 received.

Grounds, Buildings and Equipment

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercial work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors and the attic floor above, there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total capacity of two hundred and eighty-five horsepower. A hundred horse-power engine with a fifty koilwat, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group, and it is complete and modern in every respect.

THE LIBRARY

The library is located in the two northeast rooms of Ralph Voorhees Hall. The larger room, which is used as a reading room, contains the reference books, current magazines, and newspapers. The stackroom is much smaller than the reading room and is badly overcrowded.

At the close of the fiscal year 1916-17 the library contained 9830 volumes, besides pamphlets, unbound magazines, and unaccessioned government documents. Because of the crowded quarters many of these documents are shelved in a room on the third floor of the main building. During the year we have added 523 volumes from the following sources.

By purchase	325 volumes
Gift of Prof. W. H. Powers, S. Dak. State College	12 volumes
Gift of Mrs. Spry of Mitchell, S. Dak.	3 volumes
Binding	60 volumes
Gifts from teachers and other friends of the college	23 volumes
Government publications	46 volumes
Other sources	53 volumes

The Library Committee has arranged for the sale of duplicate books from the library of the late Rev. Thomas B. Boughton, Librarian at the time of his death. New books will be purchased with the sum realized from this sale and the volumes marked as a memorial to Mr. Boughton.

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas, and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is equipped with specially made oak tables, each student's place being provided with gas and electricity. Much new apparatus has been added in recent years, and a thorough laboratory training is given with each course offered.

Biology—Much advanced work has been done in this department during the past year. New equipment has been added, enabling us to offer excellent work in this department.

MUSIC ROOMS

Twelve rooms at the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage, and, by means of the freight elevator, pianos on any floor are quite accessible for use in recitals or other public programs. Eighteen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gynmasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Some equipment has already been provided and more will be added as is necessary. A competent director is in charge of the gymnasium. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located, and the entire gymnasium equipment is modern.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred other chairs when they may be needed. The finish woodwork here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and convenient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

THE COLLEGE PRESS

During the summer of 1910 a complete job printing plant was installed in the two south rooms on the ground floor of the Voorhees Hall. This was done in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. A large amount of work is done, including The Huron Alphomega, the College Bulletin, many blanks and much miscellaneous printing.

General Information

The City of Huron—Huron offers many advantages as a college community. It is located near the center of the eastern half of the state, and according to the last census within a very few miles of the center of population. It has a population of about seven thousand and is rapidly growing. It is the division headquarters for the Dakota division of the Chicago and Northwestern Railway System. Division offices, large shops, a round house, and extensive freight yards are located here. Four lines of this railway radiate north, south, east and west from Huron, giving easy access to every part of the state. One of these lines has recently been extended two hundred miles to the westward into the Black Hills region, thus giving access to Huron from the entire western half of the state.

One line of the Great Northern Railway with connections to St. Paul and Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trade with the surrounding country and the smaller towns.

Organization and Government—The College is under the management of the Presbyterian Synod of South Dakota. The Synod elects the Trustees, who are divided into three classes which serve three years each. Two-thirds of them must be members of the Presbyterian church. This Board of Trustees appoints the Faculty and administers the affairs of the school. They meet statedly three times a year, and at other times on the call of the President of the Board. In the interval, an executive committee has charge of all college affairs.

Not a Sectarian College—The College is Presbyterian, but not sectarian. There is no teaching of denominational doctrine and no effort to influence students in behalf of the Presbyterian church rather than any other church which they or their friends may prefer. In its own locality the College receives sympathy and help from people of all denominations and from many of none. It opens its doors freely to all, asking only that they come with an earnest desire to learn and serve the truth.

Educational Standards—Huron College, considered as distinct from high schools and training schools on the one hand and graduate schools and professional schools on the other, aims to fulfill the essential functions of a college of liberal arts. The mission of the College, aside from character building, for which definite provision is made, is intellectual. Graduates of Huron should be capable of the rational use of experience. They should have a grasp of the principles underlying the professions and the various phases of human relations.

The College strives to keep in touch with the best educational thought of the day and to associate itself with recognized leaders in the field of education. In January, 1915, Huron became a member of the newly organized Association of American Colleges, which promises to become a strong and good influence among colleges generally. In March, 1915, it was admitted to membership in the North Central Association of High Schools and Colleges. This endorsement by an association so widely known as the North Central will be highly valued by the friends and patrons of the College. It is a just recognition of the ideals and standards maintained by the institution.

The Academy, the School of Music, and the School of Commerce are maintained primarily for the direct services which they are able to render to students enrolled in regular college courses and to those who are preparing for such courses. Furthermore, these schools are of service to the people of South Dakota by providing some training and education for many young people who cannot take a college course.

Normal courses leading to a State Certificate and a Life Diploma are provided for those who wish to teach. These are so correlated with the regular courses that the work can be credited toward graduation from College or Academy.

Bequests—A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College...
...."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment, that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

The College Board—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904, and is now the College Board of the Presbyterian Church, with offices in New York City. It aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amounts for current expenses and large sums for endowments will be sought. Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it. The College can not promise to obtain work for all needy students, but all the assistance possible will gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year.

STUDENT ORGANIZATIONS

Young Men's Christian Association—The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every week, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

The Association has expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of the Ralph Voorhees Hall. The use of this room has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A creditable representation has gone each year both to the summer conference and to the state convention.

Young Women's Christian Association—This Association works along lines similar to those followed by the Y. M. C. A. It is a center for much of the social life of the College. Its earnest religious purpose is never subordinated, however, to social interests. There are classes for Bible and Mission Study. Regular devotional meetings are held. There are occasional union meetings with the Y. M. C. A. Delegates are sent each year to the national conference and to the territorial convention. An earnest spiritual purpose characterizes the association and its influence stimulates and strengthens the religious life of the students.

Students' Association—This is a formal organization of the student body including every student regularly enrolled in any department of the institution. Its object is to find convenient and effective methods by which all proper student enterprises and activities may be promoted and all improper influences and activities eliminated. Incidentally it furnishes some excellent opportunities for students and Faculty to co-operate in such efforts.

Literary Societies—Five literary societies, conducted by students, under the general supervision of the Faculty, are in successful operation. In the Collegiate Department these are: the Philomathean, the Eulalean, and the Boethean; and in the Academy: the Ophellean and the Orthologean.

College Paper—Since 1909 the College paper, "The Huron Alphomega," has been published as a weekly instead of a monthly. It gives a valuable business and literary training to the students who act as managers and editors and stands out as a true exponent of college life and as an interesting medium of communication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered annually by the friend whose name it bears. This prize is awarded to the winner of first place in a local contest in oratory. In addition, the Students' Association offers a prize of fifteen dollars to the winner of second place in the contest.

The Charles E. DeLand Prize Medal In Oratory—Mr. Charles E. DeLand, of Pierre, South Dakota, during 1912 gave $500 as the endowment of a prize medal to be known as the DeLand Prize Medal in Oratory. The income of this endowment is to be used annually in providing the medal to be awarded to the winner of this contest.

The 1913 Class Prize in Debate—The college class of 1913 has established an annual prize of ten dollars for the best individual work in debate.

The Smith Trophy in Extemporaneous Speaking—Mr. W. C. Smith, of Huron, has given a cup as a prize for an extemporaneous speaking contest. The cup will remain permanently in the College, the winner's name being engraved on the cup each year. All students in the College department will be eligible for this contest.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibbs Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

The Presbyterian Board of Temperance offers an annual prize of twenty-five dollars to be awarded to the winner of the Prohibition Oratorical Contest.

THE OLIVER LECTURES

This course of lectures was established by Mrs. Harriet N. Oliver in memory of her husband, Mr. J. S. Oliver, long a resident of Huron and one of the oldest and best friends of the College. It provides for two lectures to be given each year before the student body and the general public, the subject to be selected within the field of Economics. The course is known as "The Oliver Lectures," and is supported by a permanent endowment fund known as "The Oliver Memorial Endowment Fund."

The following men have served as Oliver Lecturers: In 1911, Hon. Coe I. Crawford and Judge A. E. Taylor; in 1912, Calvin H. French, D. D.; in 1913, Wallace Notestein, Ph. D.; in 1914, Horace Wayland Tilden, A. M., D. D.; in 1915, President C. C. O'Harra, Ph. D.; in 1916, Prof. G. L. Robinson, Ph. D.

The lectures were established under an agreement to give two lectures each year for five consecutive years. During the past two years the lectures have been omitted for reasons of economy and the adoption of a wartime program which necessitated the curtailment of extra-curriculum activities.

Scholarships

The purpose of all scholarships is to aid and honor needy and worthy students who are able to meet the requirements of good scholarship, high personal character, exemplary conduct and habits of economy in the use of both time and money.

A full scholarship is fifty dollars a year. The amount assigned to any one student will depend on the need and the merit of the applicant and on the amount of funds at the disposal of the Scholarship Committee.

It is the policy of the Scholarship Committee not to assign scholarships to students who are conditioned in any subject.

A scholarship may be withdrawn because of a failure or condition in any subject. When a scholarship has been withdrawn in this way, it may be renewed after the lapse of one semester, provided that former deficiencies have been made good and no new ones incurred.

In awarding scholarships preference is given to regular candidates for a degree, and to those who expect to complete their course in Huron College.

Applications for scholarships must be made on blank forms provided by the Scholarship Committee.

Students of the College should make out their applications for scholarships in June and December of each year. Prospective students should apply as early as possible, and their applications should be accompanied by the testimonials indicated in the blank forms.

Communications concerning scholarships should be addressed to the President.

The following scholarships have already been established:

The Horace B. Silliman Scholarships, five in number, were established in 1906 by the Hon. Horace B. Silliman, LL. D., of Cohoes, N. Y. Dr. Silliman gave $5,000 for the endowment of these scholarships, believing, as he said, "that this will be for the advancement of Christian education." These scholarships will be awarded to deserving young men by vote of the Faculty on recommendation of the Committee on Scholarships.

The J. Calvin Ely Scholarships, two in number, were established by Rev. J. Calvin Ely, D. D., of Morgantown, West Virginia. They are maintained by two endowments of $500 each made in 1906 and in 1913 respectively. In awarding these scholarships preference is given to young men who are studying for the Christian ministry.

The Louis K. McClymonds Scholarships were established in 1910 and are maintained by an annual gift of $620. This amount, after providing for the necessary expenses, is divided into portions of $100 each and awarded to six graduates from the High Schools of South Dakota or adjoining states who win the highest ranking in an examination conducted by the College, and who certify their intention, in case they can complete a college course, to pursue their studies in Huron College. Candidates for these scholarships must be graduates of the current year from four-year courses and they must be prepared to meet the requirements for admission to the Freshman class as stated on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School. The six scholarships will be awarded to boys only.

The George W. Abell Scholarship was established in 1912 and is to be known as "a memorial to George W. Abell from his wife and daughters." This scholarship is maintained by an endowment of $1,000.

The Maria Blossom Scholarship, established in 1912, is endowed by a bequest of $1,000 from the estate of Mrs. Maria Blossom, of Rochester, N. Y.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, Redfield College, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in the granting of free or half tuition scholarships to graduates from the High Schools and eighth grade county schools:

1. Only one scholarship each year will be awarded to any High School or eighth grade county graduating class.

2. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade county class. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.

3. These scholarships can not be transferred.

4. To graduates from four-year High School courses these scholarships will convey full tuition for one year, including incidental fees. To graduates from three-year High School courses or from county eighth grade classes they will convey one-half tuition, including incidental fees for one year.

5. These scholarships become void one year after the date of graduation by the student from the High School or the county schools.

6. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges, who for the present year is Prof. C. V. Gilliland, Mitchell, S. Dak.

7. When properly certified as above these scholarships will be honored by any of the colleges included in the Association.

Expenses

TUITION

Regular Tuition—In the College, tuition is $60 per year, $30 payable each semester. This includes the usual incidental and library fees, which amount to from $10 to $20 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $25 per semester. These fees do not include laboratory or other special fees.

Half Tuition—Ministers' children, or students preparing for the ministry and pursuing regular college or academy courses, will, if it is desired, be given a reduction of one-half on tuition in those courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than a semester may be paid at the rate of $3 per week, provided that the charge made for any period shall not be less than $5. Tuition in the Academy and the Commercial-Academic Departments for a shorter period than a semester may be paid at the rate of $2 per week, provided that the charge made for any period shall not be less than $5.

Refunds—The expenses of the College are not reduced when a student leaves school before the end of the semester. For this reason, refunds of tuition and other fees can be allowed only to a very limited extent. On payments made by the semester, refunds can be made only in accordance with the preceding paragraph on tuition for fractional semesters. On payments made in advance for the entire year, in case the student leaves the school before the end of the year, the money paid will be applied on the bills as computed by the semester. Should there be any balance remaining after paying the fees as thus computed, it will be refunded.

ROOM, HEAT, AND LIGHT

Rooms in Voorhees Dormitory—Young women from out of town are expected to obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dresser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $10 per semester, young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Under special circumstances, young women are allowed to obtain board and room in private families, but only at such places as are approved by the Faculty. For instance, permission to room outside of the dormitory is given to young women who for good reasons wish to live with relatives and to those who wish to work for board and room. In all cases, those wishing to room outside of the dormitory, must make arrangements with the President and the Dean of Women before engaging rooms. The College keeps on file a selected list of people who wish college girls to live with them and to work for board and room. This list may be obtained by applying to the Office Secretary.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $3 to $5.50 per week. Furnished rooms, without board, including laundry for bed and toilet, cost from 75 cents to $1.50 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in securing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester, a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will be made in case the student fails to register unless the treasurer of the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent a combined fee of $20 per semester.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than a semester may pay for room, heat and light at the rate of $2 per week, provided that the smallest charge made for any period shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students' Association Fee—Each student shall pay to the treasurer of the College a fee of three dollars per semester, or five dollars per year, to constitute a special fund for student enterprises, except as hereinafter provided. Students who enroll after the third month of a semester shall pay a fee of one dollar for the remainder of said semester. Students not rooming in the dormitory who enroll for a special course of one or two hours per week only, may, if they do not desire to take advantage of the special privileges provided for under this Association, pay a contingent fee of one dollar per semester in lieu of the regular fee.

Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of the regular fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contests and intercollegiate debates, and (3) to all athletic games and contests of the College, not including the State High School Basketball Tournament and the State Meet when held at Huron.

Student enterprises shall be under the direction of three members of the Faculty; one to have supervision over athletics, one to have supervision over the College paper, and one to have supervision over other student enterprises.

These members shall be elected by the Faculty. No debts shall be contracted for any of these enterprises without the consent of the supervising member.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

General Chemistry	$6.00 per semester
Analytic Chemistry	7.00 per semester
Organic Chemistry	8.00 per semester
Physics (College)	4.00 per semester
Physics (Academy)	2.00 per semester
Biology (all courses in College)	4.00 per semester
Biology (Academy)	1.00 per semester

Commercial—Those taking the Commercial-Academic Course will pay the regular rate for tuition and an additional fee of $10 per semester while taking any one or more of the following subjects:—Bookkeeping, Shorthand, Typewriting.

Special Examinations—A fee of fifty cents will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of the second semester, provided such students have been in attendance during the preceding semester.

Diplomas—The fees for diplomas are as follows:

For College degrees	$5.00
For diplomas from other departments	3.00
Certificates of Graduation	2.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past year board has been $3.75 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

SUMMARY OF EXPENSES

Tuition:—	First Semester	Second Semester	Year's Exp.
College	$30.00	$30.00	$60.00
Academy	25.00	25.00	
Room, Heat and Light, in Voorhees Dormitory	20.00	20.00	40.00
Table board, about $3.75 per week, 36 weeks			135.00
Laundry and other expenses, estimated			15.00
Books, from $5 to $12			10.00
Students' Association Fee			5.00
Total			$265.00

Tuition in Other Departments:—			Year's Tuition
Accounting or Stenography	$35.00	$35.00	$70.00

Music—Piano, Violin, or Voice:—

One lesson per week .... $15.00 to $22.50 per semester

Two lessons per week .... 24.00 to 36.00 per semester

Note:—For further information about the fees in the special departments, see the Index.

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to do this, parents or students should write in advance to the President or the Treasurer concerning arrangements.

HURON COLLEGE
HURON, SOUTH DAKOTA.

General Requirements

Type of Students Desired—Only students with an earnest purpose are desired. For such, few regulations are necessary. The main purpose for which any student should come to college is the prosecution of his work and the enjoyment of the advantages afforded by the institution. If any student manifests a persistent lack of interest in his work, and by continued failure wastes his own time and that of his instructors, or if in the judgment of the College authorities his general course of conduct brings discredit upon the institution, the College reserves the right to dismiss such student without stating any more specific cause.

Chapel—All students are required to attend at least four-fifths of the daily chapel exercises. Those whose religious beliefs prevent them from participating in these exercises will be excused.

Church—On Sabbath all students are expected to attend at least one service at such church as they or their parents may select.

Matriculation—All students before registering for courses are required to matriculate. In making application for matriculation students pledge themselves, on condition of being admitted to the privileges of the institution, to observe to the best of their ability the rules and regulations of the Trustees and Faculty and to do what they can to promote the interest of the institution.

Conduct of Students—The Faculty of the College have passed certain administrative rules which apply to classification, absences, credits and similar matters. With regard to conduct of students, it is the policy of the Faculty not to pass rules; and with few exceptions this policy has been followed. *Students, when they matriculate, are placed upon their honor.* They are expected to conduct themselves as ladies and gentlemen at all times and in all places, and to respect the rights and privileges of their instructors and fellow students, and to attend faithfully to their work. Without assigning any specific reason, the Faculty may at any time dismiss any student whose conduct in their judgment is detrimental to the welfare of the institution.

Supervision of Women—All young women away from home, whether rooming at the dormitory or not, are under the supervision of the Dean of Women, and are responsible to her for their conduct.

Study Hours—All students are expected to observe such study hours as the Faculty may announce.

Admission to Classes—Admission to classes is by card. No cards entitling students to enter classes will be issued until the student has paid his tuition and other fees or has made arrangements for their payment satisfactory to the Treasurer of the College. No student will be recognized as a member of a class until the proper class card has been filed with the instructor and until the card has been received the student will be marked absent from the beginning of the semester.

Absences—Unexcused absences in excess of a certain number deprive a student of partial or complete credit in any course in which the absences occur. Credits lost because of excused absences may be restored, but only when the

work in arrears has been satisfactorily completed. As a general rule absences because of serious illness are the only excusable absences.

Dropping Courses—No student having once enrolled in a course, shall be permitted to withdraw from such course without written consent from the Faculty Committee on Courses and from the instructor of the course in question. Failure to secure such consent shall constitute failure in the course and shall debar the student from enrolling in any other course during the same semester and shall also deprive the student of credit in courses in which he has already enrolled.

Grades, Conditions, Failures—The passing grade in the College Department is 60 per cent. In the Academy and Commercial Departments the passing grade is 75 per cent. A standing between passing grade and 10 per cent. below it constitutes a condition. Conditions incurred in the preceding semester and not removed by examination on the second Monday of October or the first Monday of March, will be recorded as failures. When a failure is recorded, credit may be secured in the course in which the failure has been incurred only by repeating the course in a following semester. Failures prevent a student from continuing a course in the semester immediately following.

Classification—In determining the classification of a student, advance credits shall be subtracted from conditions; then if he lacks more than half the required credits in any year, he will be classified in the class below.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high schools should bring certified copies of standings in the subjects completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

Limits of Work—No student in the College, without special grant of the Course Committee, shall be permitted to carry less than thirteen nor more than twenty-one recitation periods per week.

Participation in Public Affairs—Public affairs include athletic, oratorical, debating, and musical contests. Participation in Public Affairs in connection with any department of the College is always confined to students in good standing. Students who participate in intercollegiate athletic contests must conform to the requirements of the Minnesota-Dakota Athletic Conference. Participants in other Public Affairs must be actually taking sufficient work to satisfy the minimum number of hours required in the course pursued. Furthermore, the participant must be able to present a record of satisfactory class work. At the middle and end of each semester those who are doing unsatisfactory work in two or more subjects are reported as ineligible for the next half-semester. Unsatisfactory work means work below the passing mark. A student whose average in all

studies falls below the passing mark may be placed upon the ineligible list at any time. Students under discipline are ineligible until restored to good standing.

Graduation—No student should be absent from any portion of the Senior year. Students are not admitted as candidates for the bachelor's degree after the beginning of the first semester of the Senior year. At the beginning of the second semester of the Senior year candidates for degrees are required to classify without conditions.

Student Organizations—Before any student organization is completed, its constitution and by-laws must be submitted to the Faculty for approval. Subsequent amendments to a constitution and changes in by-laws must also be submitted to the Faculty.

REQUIREMENTS FOR ADMISSION

College—Graduates of the Academy department are admitted to the Freshman class without conditions.

Graduates from approved high schools who present fifteen units according to the list given below will be admitted to the Freshman class, a unit being a course of study pursued throughout a school year of not less than thirty-five weeks, with five recitations a week of at least forty minutes each. Students not graduates of approved schools or academies must present sixteen credits for admission, or must be examined according to the graduation requirements of Huron Academy.

Graduates of approved high schools may be admitted conditionally on presentation of 14 units.

All conditions must be made up before the end of the Freshman year.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended.

Mature students wishing to take a special course may be admitted to such courses as they are prepared to enter.

Attention is called to the statement upon a following page with regard to requirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

Group I. **Required Subjects, Nine Units**

English	counting	3	units
Algebra	"	1	"
Geometry	"	1	"
Science	"	1	"
History	"	1	"
Foreign Language	"	2	"

Note:—Civics may be offered as one-half unit of the required work in history.

Group II. **Elective Subjects, Six Units from the following list—no more than two in any one subject.**

English (advanced)	counting	1	units
Algebra (advanced)	"	½	"

Solid Geometry	counting	½	units
Ancient History	"	1	"
Mediaeval and Modern History	"	1	"
English History	"	½	"
American History and Civics	"	1	"
General History	"	1	"
Latin (elementary)	"	2	"
Cicero and Composition	"	1	"
Virgil	"	1	"
Greek (elementary) and Composition	"	1	"
Anabasis and Iliad	"	1	"
German (elementary)	"	2	"
German (advanced)	"	1	"
Physics	"	1	"
Chemistry	"	1	"
Botany	"	½	"
Zoology	"	½	"
Physiology	"	½	"
Physical Geography	"	½	"
Agriculture	"	½	"
Domestic Science	"	1	"
Manual Training	"	1	"
Commercial Subjects		1	"

Description of Entrance Courses

FOR ENTRANCE TO THE FRESHMAN CLASS OF THE COLLEGE. STUDENTS MAY PRESENT THE EQUIVALENT OF THE FOLLOWING COURSES:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

As to the number of classics to be read, the minimum is fifteen; for full credit for a three years' course the reading of twenty or more is recommended. The following list is arranged in groups corresponding in degree of difficulty to the several years of the preparatory course. The difference between adjacent groups, however, is not great, and substitution between them is quite allowable. Works not named herein, but similar in character and of no greater difficulty, may, of course, be substituted. Of the fifteen or more classics, one-third should be carefully studied in the classroom; the others should be read wholly or in part outside, although it is sometimes advisable to begin the study in the classroom, to secure the student's interest or to make clear the manner in which the reading is to be done.

For the First Year of Academy or High School: 1. Simpler Poems of Browning. 2. Coleridge's Rime of the Ancient Mariner. 3. Cooper's The Last of the Mohicans. 4. Dickens's A Christmas Carol. 5. Dickens's The Cricket on the Hearth. 6. Hale's The Man Without a Country. 7. Irving's Sketch Book (selections). 8. Longfellow's The Courtship of Miles Standish. 9. Lowell's The Vision of Sir Launfal. 10. Lyell's Travels in North America. 11. Poe's The Raven (and other poems). 12. Scott's Ivanhoe. 13. Scott's The Lady of the Lake. 14. Scott's The Lay of the Last Minstrel. 15. Shakespeare's As You Like It. 16. Stevenson's Inland Voyage and Travels with a Donkey. 17. Stevenson's Treasure Island. 18. Whittier's Snow Bound (and other poems).

For the Second Year of Academy or High School: 1. Addison—Selections from the Spectator; the Sir Roger de Coverly Papers, etc. 2. American public Addresses (simpler examples of American Oratory). 3. Bryant's Thanatopsis (and other poems). 4. Bunyan's Pilgrim's Progress. 5. Burns's The Cotter's Saturday Night (and other simple poems). 6. Byron's Mazeppa (and other poems). 7. Dickens's A Tale of Two Cities. 8. George Eliot's Silas Marner. 9. Early English Ballads (Sir Patrick Spens, Chevy Chase, etc.). 10. Goldsmith's The Deserted Village (and other poems). 11. Goldsmith's The Traveler (and other poems). 12. Goldsmith's The Vicar of Wakefield. 13. Gray's Elegy in a Country Churchyard. 14. Hawthorne's The House of the Seven Gables. 15. Irving's The Tales of a Traveler (selections). 16. Lamb's The Essays of Elia (selections). 17. Lincoln's Speeches (selections). 18. Macaulay's Lays of Ancient Rome. 19. Parkman's The Oregon Trail. 20. Poe's The Gold Bug (and other tales). 21. Pope's The Iliad (selected books). 22. Scott's Kenil-

worth. 23. Scott's Marmion. 24. Scott's The Talisman. 25. Shakespeare's A Midsummer Night's Dream. 26. Shakespeare's The Merchant of Venice. 27. Shakespeare's Much Ado About Nothing. 28. Shakespeare's Romeo and Juliet. 29. Shakespeare's The Tempest. 30. Shakespeare's Twelfth Night. 31. Southy's The Life of Nelson.

For the Third Year of Academy of High School 1. Arnold's Poems (selections). 2. Arnold's Sohrab and Rustum. 3. Bacon's Essays (selections). 4. Browning's Poems (selections, poems more difficult thau those recommended for the First Year work). 5. Browning's (Elizabeth Barret) Poems (selections). 6. Byron's Chide Harold's Pilgrimage, Cantos I and II. 7. Chaucer's Prologue to the Canterbury Tales. 8. Chaucer's Knight's Tale. 9. Chaucer's Nun's Priest's Tale. 10. Chaucer's Squiere's Tale. 11. Chesterfield's Letters (selections). 12. Cowper's The Task, Books I and II. 13. Curtis's The Public Duty of Educated Men. 14. Defoe's The Journal of the Plague. 15. De Quincey's Joan of Arc and The English Mail Coach. 16. De Quincey's The Flight of a Tartar Tribe. 17. Dryden's Alexander's Feast (and other poems). 18. Dryden's Palamon and Arcite. 19. Emerson's Essays (selections). 20. Emerson's Nature. 21. Franklin's Autobiography. 22. Goldsmith's She Stoops to Conquer. 23. Goldsmith's The Good-Natured Man. 24. Holmes's Poems (selections). 25. Irving's The Alahambra (selections). 26. Irving's The Life of Goldsmith. 27. Job. 28. Keat's The Eve of St. Agnes (and other poems). 29. Lamb's Essays of Elia (selections). 30. Pope's The Rape of the Lock and Epistle to Arbuthnot. 31. Ruskin (selections from works). 32. Ruskin's Sesame and Lilies. 33. Shakespeare's King Henry IV, Part I. 34. Shakespeare's King Henry V. 35. Shakespeare's King John. 36. Shakespeare's Julius Caesar. 37. Shakespeare's Othello. 38. Shelly's Poems (selections). 39. Spencer's The Faerie Queene, Book I. 40. Tennyson's Enoch Arden, The Palace of Art, and other poems. 41. Tennyson's The Idylls of the King. 42. Tennyson's The Princess. 43. Thackaray's The Roundabout Papers (selections) 44. Thoreau's Walden. 45. Wordworth's Poems (selections from simpler lyrics). 46. Wordworth's Michael.

For the Fourth Year of Academy or High School 1. Arnold's Culture and Anarchy (selections). 2. Burke's Thoughts on the Present Discontents. 3. Burke's Reflections on the French Revolution (selected passages). 4. Burke's Speech on American Taxation. 5. Burke's Speech on Conciliation with the American Colonies. 6. Carlyle's Essay on Burns. 7. Carlyle's Heroes and Hero Worship (selections). 8. Emerson's The American Scholar. 9. Macaulay's Essay on Addison. 10. Macaulay's Essay on Lord Bacon. 11. Macaulay's Essay on Boswell's Life of Johnson. 12. Macaulay's Essay on Byron. 13. Macaulay's Essay on Warren Hastings. 14. Macaulay's Essay on Lord Clive. 15. Macaulay's Essay on Milton. 16. Macaulay's Essay on Samuel Johnson. 17. Milton's Minor Poems. 18. Milton's Paradise Lost (Books I, II). 19. Milton's Samson Agonistes. 20. Newman's (John Henry) Works (selections). 21. Pope's Essay on Criticism. 22. Shakespeare's King Henry VIII. 23. Shakespeare's Hamlet. 24. Shakespeare's King Lear. 25. Shakespeare's Macbeth.

26. Shakespeare's King Richard III. 27. Shakespeare's The Winter's Tale. 28. Tennyson's In Memoriam. 29. Washington's Farewell Address. 30. Webster's First Bunker Hill Oration. 31. Webster's The Reply to Hayne. 32. Wordsworth's Prelude. 33. Wordsworth's The Excursion, Book I.

The above list is intended merely to indicate the representative works that may very profitably be read in the years to which they are here assigned. The more difficult should be read largely or wholly in the classroom; the simpler may be assigned for outside reading.

Mathematics—(a) *Algebra*, including numbers, equations, the fundamental operations, fractions, factoring, solution of problems, simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs (1 unit).

(b) *Algebra* including a review of the fundamentals and a thorough study of radicals, imaginaries, logarithms, variation, the progressions, binomial theorem (½ unit).

(c) *Plane Geometry*, including rectilinear figures, the circle, proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle (1 unit).

(d) *Solid Geometry*, including lines, planes, angles, polyhedrons, cylinders, cones, spheres (½ unit).

History—Ancient History, to 800 A. D., with special reference to Greek and Roman History (1 unit). Mediaeval and Modern History, from 800 A. D. to the present time (1 unit). Elementary course in English History (½ unit). A High School course in American History and Civics will count as 1 unit. Where Ancient, Mediaeval, and Modern History are given in a single year's course, one unit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War with prose composition (2 units). Six orations of Cicero, including four against Catiline; prose composition (1 unit). The first six books of Virgil's Æneid and a knowledge of prosody (1 unit).

Greek—Grammar, Anabasis Book I (1 unit). Anabasis, Book II, and three books of the Iliad; prose composition (1 unit).

German—Grammar and careful drill on pronunciation. Besides the reading of the first year the student should have read from 150 to 200 pages of easy narrative prose. He should have done considerable easy composition (2 units). An additional credit of one unit may be allowed for advanced work in German.

Physics—The subject must include elementary mechanics, heat, sound, light, electricity, and magnetism. A standard up-to-date text must be used. The laboratory work must be adequate for a thorough understanding of the course. The student should perform at least 35 experiments (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughout the year (1 unit).

The College Courses

The total number of semester hours required for graduation is one hundred and twenty-eight. Of this total forty-five semester hours must be done in specified subjects. Freshmen must take six hours of English, eight hours of mathematics, two hours of Bible, and two hours of public speaking, a total of eighteen hours. Sophomores are required to take six hours of history, four hours of economics, two hours of Bible, a total of twelve hours. Junior requirements are eight hours of psychology, four hours of apologetics, a total of twelve hours. The only requirement for the Seniors is three hours of ethics.

BACHELOR OF ARTS DEGREE

Candidates for the bachelor of arts degree entering with three or more years of foreign language will be required to complete in college two years work in one ancient language. If a student presents for entrance less than three years of foreign language, he will then be required to do three years work in ancient language. One year of laboratory science with eight credit hours will be required in this course and, finally, a major of thirty hours or a combined major of forty hours. Majors are to be chosen from the following list: English and public speaking, social science and history, philosophy and education, Latin, Greek, German. Combined majors may be chosen in ancient or modern languages.

BACHELOR OF SCIENCE DEGREE

Students entering with three or more years of foreign language will be required to complete two years in one modern language. Those entering with less than three years of foreign language must complete three years work in modern language. At the end of the freshman year candidates for this degree must choose a major of thirty hours in physics and mathematics, chemistry, or biology, or a combined major of forty hours in laboratory science.

No student entering as Freshman shall be allowed to graduate in less than eight semesters of residence work unless his average grade for his course has been 85 per centum or higher; and students entering later than the first semester of Freshman year shall be subject to the same requirement as to quality of their work in residence.

ORDER OF REQUIRED COURSES

Freshman

Bible, one semester	2 hours
English, two semesters	6 hours
Mathematics, two semesters	8 hours
Public Speaking, one semester	2 hours

Sophomore

Bible, one semester	2 hours
Economics, one semester	4 hours
History, two semesters	6 hours

Junior

Apologetics, two semesters	4 hours
Psychology, two semesters	8 hours

Senior

Ethics, one semester	3 hours

BIBLICAL HISTORY AND LITERATURE;

CHRISTIAN EVIDENCES; ETHICS

Professor Oxtoby

No one is liberally educated who does not know the Bible. Therefore the great value of a knowledge of Biblical literature and history is emphasized by the Biblical Department. But the aim is to do more than teach facts about the Bible and give the student a certain amount of Biblical information. The purpose of the Bible courses is to lead the student to know the real significance of Bible study in character formation and in the political, social, and religious life of today. Stress is laid upon the importance of the Christian Church in bringing in the Kingdom of God, and it is shown that in the Church the student has the greatest, fullest opportunity for fellowship and unselfish service. In all the Biblical teachings it is suggested to the student that there are wonderful things in store for him as he goes on in his Bible study. He is made to feel that he is but on the threshold, and that treasures await him if he will but enter.

12. Old Testament History And Literature—In this course the outstanding events, great characters, and religious truths of the Old Testament are emphasized. *Required of Freshmen. Second semester. Two hour.*

21. New Testament—The Life and Teachings of Christ. *Required of Sophomores. First semester. Two hours.*

31-32. Christian Evidences—This course embraces an examination of the historical character of the New Testament and a consideration of the grounds of theistic and Christian belief. A survey of Christian missions is included. *Required of Juniors. Two semesters. Two hours.*

41. Ethics—The history of ethics in theory and practice. The beginnings and growth of morality. The theory of morality. Personal and public morality. Christian ethics. Text books, lectures, discussions, reports on assigned readings, and papers on special topics. *Required of Seniors. First semester. Three hours.*

33. Sunday School Methods—A consideration of the history, ideals, organization, methods, equipment, and curriculum of the modern Sunday School, with special emphasis upon the use of Biblical material. *Elective open to Juniors and Seniors. One semester. Three hours.*

BIOLOGY

Professor Gilmore

11. **Zoology**—This course takes up the study and dissection of representatives of the invertebrate groups, including life, history, habits, and distribution. *First semester. Two hours recitation and four hours laboratory work.*

12. **Zoology**—A continuation of 11 work being limited to the vertebrate groups. One lecture each week will be given to discussion and reference on the evidences of organic evolution. *Second semester. Three hours recitation and two hours laboratory work.*

The following electives are open to students who have completed courses, 11 and 12.

21. **Comparative Anatomy of Vertebrates**—Dissection, recitations and reference work on the anatomy of the vertebrates. *First semester. Two hours recitation and four hours laboratory work.* (Given 1916-1917.)

22. **Systematic Zoology**—Collection and classification of animals of this locality. Special attention is given to the life of the water. *Second semester. One field trip, two hours laboratory work and two hours recitation or lecture.* (Given 1916-1917.)

23. **Animal Histology**—A course in the study of animal tissues, with special reference to vertebrates. Considerable attention is given to staining and mounting of slides. *First semester. Two hours recitation, four hours laboratory work.* (Not given 1916-1917; given 1917-1918.)

24. **Vertebrate Embryology**—Study of the development of the frog and the chick. *Second semester. Two hours recitation, four hours laboratory work.* (Not given 1916-1917; given 1917-1918.)

27. **Bacteriology**—Study of the general characteristics of bacteria; methods of analysis of water, milk, foods, etc. Special stress is laid on problems of sanitary science. *First semester. Two hours recitation, four hours laboratory.*

28. **Botany**—Study of representatives of the great groups of plants as to structure, classification, and ecology. *Second semester. Two hours recitation, four hours laboratory.*

13. **Human Physiology**—A recitation and lecture course for the general student. *First semester. Two hours recitation. No prerequisite.*

All courses will be accepted toward a major in Biology. All courses except 13 will be accepted toward a combined major in Science.

CHEMISTRY

Professor Gilman

To fulfill the requirements for a major subject in this department courses 11-12, 21-22 and 31-32 must be completed. The remaining credits required may be obtained in any of the other courses offered in the department.

Any of the courses may be counted toward the requirements for a combined major in the sciences.

11-12. Introductory Inorganic Chemistry—*First semester:* A study of the fundamental principles and laws of Chemistry. Oxygen, hydrogen, nitrogen, carbon, the halogens and their commoner compounds are studied in detail. *Second semester:* Sulphur, phosphorus, the metals and their compounds, qualitative reactions of the metallic ions and analysis of numerous unknowns involving these reactions. McPherson and Henderson—A Course in General Chemistry; Dennis—Problems in Inorganic Chemistry; Mathers—Laboratory Manual of Qualitative Analysis. *Two semesters. Two hours lecture and four hours laboratory.*

21-22. Qualitative and Quantitative Analysis—*First semester:* Qualitative reactions of the acidic ions and analysis of unknowns involving these reactions. Analysis of salts and minerals. *Second semester:* Gravimetric and volumetric determinations. In the volumetric analysis the student is required to prepare and standardize several solutions and determine the value of several unknown solutions. *Open to all students who have completed course 11-12. Two semesters. One hour lecture and six hours laboratory.*

24. Foods—An elementary study of foods and food values. Methods for the detection of common adulterants. *Open to students who have completed course 21. Second semester. Two hours lecture and four hours laboratory.*

31-32. Organic Chemistry—*First semester:* Preparation of aliphatic compounds and study of their properties. *Second semester:* Preparation of compounds of the carbocyclic series and study of their properties. Remsen—Organic Chemistry; Orndorff—Laboratory Manual of Organic Chemistry. *Open to students who have completed courses 21 and 22. Two semesters. Two hours lecture and six hours laboratory.*

33-34. Advanced Quantitative Analysis—Analysis of coal, iron, steel, brass, bronze, alloys, limestone, felspar, and ores. *Open to all students who have completed courses 21 and 22. Two semesters. One hour lecture and six hours laboratory.*

41-42. Advanced Inorganic Chemistry—A study of the classification of the elements according to the Periodic law. The rarer elements and compounds are studied in detail. Mellor—Modern Inorganic Chemistry; Ostwald—Principles of Inorganic Chemistry; Erdmann—Lehrbuch der Anorganischen Chemie. *Open to students who have completed or are registered in course 31-32. Two semesters. Two hours lecture.* (Not given 1917-1918).

43-44. Physical Chemistry—A general study of the laws governing chemical phenomena, and of the theoretical principles and some of the practical applications of electro-chemistry. *Open to students who have completed or are registered in course 31-32. Students in this course should have completed the work in Mathematics through course 33 and Physics course 11. Two semesters. Two hours lecture and recitation.* (Given 1917-1918).

ECONOMICS AND SOCIOLOGY

Professor Hochstetler,

31. Economics—A general survey of the subject based on some text-book, supplemented by assigned readings and exercises. *Required of Juniors. One semester. Four hours.*

Elective Courses

32. Money and Banking—A study of the principles of money and prices. Monetary history of the United States. The functions of a bank and the principles governing note issue, deposit currency, loans and discounts, reserves, clearing houses, etc. The banks of England, France, Germany, and Canada. The First and Second Banks of the United States, state banks, and national banking system of the United States. *One semester. Three hours.*

33. Corporations and Trusts—The causes of industrial combination. The forms of combination, the pool, the trust, the holding company, and the simple corporations. Problems arising out of the movement toward combination and remedies proposed. A wide range of assigned reading. *One semester. Three hours.*

34. Corporation Finance—A consideration of the principles and methods of corporate organization, capitalization, and procedure. Among the subjects studied are those of the incorporation and internal organization of a typical corporation, the raising of funds through the sales of stocks and bonds, receiverships, and reorganizations. *One semester. Three hours.*

35. Socialism and Social Reform—A careful study of those plans of social betterment which call for either a reorganization of society or a considerable extension of the functions of the state. A historical study of early communistic theories and experiments. A critical examination of the theories of the leading socialistic writers. Anarchism; the single tax movement; public ownership; Christian socialism. *One semester. Three hours.*

37-38. Sociology—An introduction to theoretical and practical sociology. Definition of the science; consideration of the subject matter of sociology and the fundamental social phenomena. The social person; social institutions; social origins; social control; poverty and the social treatment of crime. A wide range of reading from standard texts and from current literature on the subject. *Two semesters. Three hours.*

EDUCATION

Professor Harris

By recent changes in the South Dakota school law, Education is ranked as a college subject. The following courses are offered by the Department of Education to those candidates for the bachelor's degree who wish to receive in course sufficient pedagogical and professional training to entitle them to receive a State Teacher's Certificate upon graduation from the College. The courses outlined below are also offered and recommended to all candidates for the bachelor's degree. The subject of Education has become a very large and complex one.

It is a practical application to a great and important field of human endeavor of the principles of biology, psychology, philosophy, sociology, and the facts of history. As such it is presented to students as an integral part of the liberal arts course which aims to make every study a liberalizing discipline, which, in addition to its practical utility, has a broad and definite cultural value.

21. History of Education—This course includes a brief survey of education in ancient, medieval, and modern times; the more important topics in the development of American education; a survey of present educational systems, and readings upon the more important special periods and leaders. *Elective open to Sophomores, Juniors, and Seniors. First semester. Three hours.*

22. Methods of Teaching—A consideration of principles underlying the science of teaching. Methods of thinking are studied in order to give students some definite ideas on the psychology of thinking and teaching. The functions and conduct of the recitation are also considered. *Elective open to Sophomores; Juniors, and Seniors. Second semester. Three hours.*

41-42. Principles of Education—A study of education as a science. The physiological, the psychological, and the sociological aspects of education are outlined. The foundations of education are laid in the relations of the individual to his environment. Considerable attention is given to the educational implications of the principles of organic evolution. Typical statements of the aim of education are presented and criticized. The aim of education is determined by the meaning of education. A study is made of the primary instincts and their social value and the relation of self-realization to social efficiency. In studying the course of individual development, attention is given to the interrelation of mind and body, to the growth and development of mind, to instincts, imitation, suggestion, play, memory, habit, heredity, the significance of adolescence, work, fatigue, hygiene, etc. The educational values of studies are presented with some care. In the second semester, attention is directed especially to problems of secondary education. The work consists of lectures, recitations, assigned readings, and reports. Emphasis is laid on the importance of students' developing acquaintance with the literature of the subject. Works of Ruediger, Bolton, Bagley, O'Shea, Horne, Butler, Thorndike, Eliot, DeGarmo, Hall, Dewey, Judd, Fiske, and other important writers are at the command of the students. *Elective open to Seniors and to Juniors by special permission. Two semesters. Three hours.*

ENGLISH

Professor Jones

(A) ENGLISH LANGUAGE

11 (a). Essays on College Life and Problems—The study of typical essays setting forth various theories of the purpose and method of college education and its relation to the mental and moral development of the student. Recitations. Outside readings, and papers on various themes connected with the general subject. *Required of all Freshmen. First semester. Three hours.*

11 (b). Oral Composition—See Public Speaking, Course No. 11.

12. Composition, and Analysis of Literary Forms—An elementary course in the writing of the various types of prose, together with training in the essentials of mechanics of style. Text. Discussions. Frequent essays. Library readings for breadth of outlook on literature. *Required of all Freshmen. Second semester. Three hours.*

36. **The Short Story**—A study of typical examples of the form. Lectures upon the history and development of the short story in English. Writing of short stories as auxiliary to the study of the literary type. *Open to Juniors and Seniors and to others in special cases. Second semester. Three hours.*

(B) ENGLISH LITERATURE

21-22. The History of English Literature—A course in the origin and development of English literature. Lectures upon the chief writers, their times, their works, and their influence. Elementary discussion of the principles of literary criticism. A large amount of reading of English masterpieces will be required, for study and for report. A special feature of the course is a series of stereopticon lectures on the literary shrines and landmarks of England. *Open to students who have had Courses 11 and 12 or their equivalent. Two semesters. Three hours.*

31-32. Shakespeare and the English Drama—A careful study of selected plays. In the first semester will be read six or seven of the Comedies and two or three of the Histories. In the second semester the work will cover four or five of the great tragedies. Some library reading will be required, and there will be frequent reports upon topics suggested by the classroom work. Stereopticon lectures will make clear the chief features of Elizabethan life and the theatrical conditions of the time. *Open to Juniors and Seniors. Should be preceded by course 21-22. Two semesters. Three hours.*

This course counts as a major in the English and Public Speaking group.

35. **The English Novel**—A course in the structure and elements of the novel as a literary type. Lectures on the development of the novel in English literature. Detailed study of representative English novels. Considerable collateral reading will be required, some original research, and a thesis. *One semester. Three hours.*

33-34. Victorian Literature—A study of the literature of England from 1830-1900. Lectures on the earlier nineteenth century forces and movements as related to the subsequent literature of the century. Chief attention will be paid to the leaders of the thought of the time and to those literary works that best expressed the spirit and tendencies of their age. *Open to Juniors and Seniors. Two semesters. Three hours.*

This course counts as a major in the English and Public Speaking group.

41. American Literature—A course in the history, development, and literary significance of American literature. Study of chief writers. Lectures upon literary periods and conditions, and upon individual authors. Library reading with essays and reports an important feature. Should be preceded by Course **21-22**. *Open to Seniors and Juniors, and to others in special cases. One semester. Three hours.*

FRENCH

Miss Wier

11-12. French I—Grammar and composition, Fraser and Squair. Easy reading. Bruno's Le Tour de la France. De Maistre's Les Prisonniers du Caucase. Mérimée's Carmen. Dumas' La Tulipe Noire. Dictation and conversation. *Two semesters. Four hours.*

21-22. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, de Maupassant, France, About, Balzac, Loti, Sand, Dumas, and Hugo, will be read. Pellissier's Précis de l'histoire de la littérature francaise. Composition and conversation. *Two semesters. Four hours.*

31. French III—(a) The purpose of this course is to give a brief survey of the history of French literature with special emphasis upon the nineteenth century. A careful study of the literary characteristics of Hugo and Balzac will be made. *Explications des textes* both in prose and poetry. Reports. *First semester. Three hours.*

32. French III—(b) A careful study of the three great dramatists Corneille, Racine, and Moliére. There will be a thorough study of the history and technique of the drama with special reference to the age of Moliére. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

33. A Course in French Phonetics—With conversation and composition. *Three hours.*

A combined major for modern language will involve 16 hours French and 24 hours German.

GEOLOGY

Professor Gilman

This course may be counted toward the requirements for a combined major in the sciences, but may not be counted as the year of science required for the degree of Bachelor of Arts.

31-32. General Geology—*Dynamical Geology*, a consideration of the facts and principles concerning the various dynamical agents, such as wind, running water, moving ice, volcanic activities, etc., which operate upon the earth and modify its outer portion. *Structural Geology*, a study of the nature, properties, relations, and positions of the component rock masses of the outer part of the earth. *Historical Geology*, a study of the sequence of the events which have happened to the earth in the past, as revealed by the rocks and fossils. Pirsson and Schuchert—Textbook of Geology. *Open to students who have completed Chemistry 11-12 or Zoology 11. Two semesters. Three hours.*

GERMAN

Professor Reid

11-12 Beginning German—Zinnecker's Deutsch fur Anfanger and Allen's Daheim. The essentials of grammar with practice in reading, speaking, and writing German. *Two semesters. Five hours.* This course does not count toward a major in German.

21-22. Freshman-Sophomore German—Gronow's Geschichte und Sage furnishes grammar review, composition and historical background. The other books studied in class illustrate periods of German history. Easy stories are assigned for outside reading. *Open to students who have completed course 11-12, Academy course IV, or two years high school German. Two Semesters. Four hours.*

31-32. Sophomore German—This is a reading course, with composition (partly independent), conversation and grammar review. The texts read are chosen mainly to illustrate various stages in the development of German literature, and are studied with reference to their literary quality; though a little scientific German is sometimes added. *Prerequisite course 21-22. Two semesters. Four hours.*

41-42. Literature Course—Either (a) a thorough study of one of the classic authors and his work, or (b) a survey of nineteenth century literature. *Prerequisite, course 31-32. Two semesters. Four hours.*

43-44. Composition and Conversation—Allen's German Life. Boezinger's Mundliche und Schriftliche Ubungen. Bishop and McKinlay's Deutsche Grammatik. German newspapers and magazines. *Prerequisite ,course 31-32. One semester. Three hours.* (Given 1916-1917)

45-46. Teachers' Course—Practical phonetics, methods of teaching beginning classes, and a review of grammar with reference to such teaching. *Prerequisite, course 31-32. One semester. Three hours.*

47-48. Scientific German—A scientific reader, with reports on assigned subjects. *Prerequisite, course 31-32. One semester. Three hours.*

GREEK

Professor Notestein

11-12. Beginning Greek—Grammar, Reader, conversation, Anabasis. *Two semesters. Five hours.*

21-22. Second Year Greek—Anabasis continued, review of grammar, composition, conversation, Iliad Bks. 1-3. *Prerequisite, Courses 11-12. Two semesters. Five hours.*

31. Greek Drama and Oratory—Euripides' Alcestis and an oration of Demosthenes. *Prerequisites, Courses 21 aud 22. One semester. Four hours.*

32. Greek Philosophy—Plato's Apology, Crito, selections from the Phaedo. *Prerequisite, Courses 21 and 22. One semester. Four hours.*

41. Greek Drama—The Antigone of Sophocles, or the Prometheus Bound of Aeschylus. *Prerequisite, Courses 31 and 32. One semester. Three hours.*

42. Greek History—Herodotus or Thucydides. *Prerequisite, Courses 21 and 22. One semester. Three hours.*

43-44. New Testament Greek—John's Gospel, Pauline Epistles. *Prerequisite, Courses 21 and 22. Two semesters. Three hours.*

45. Greek Life and Literature—*One semester.*

46. Greek Art and Antiquities—*One semester.*

Knowledge of Greek not required for courses 45 and 46. Both courses will be made one, two or three hour courses according to the election of the class.

A combined major, unless otherwise arranged with the departments, will consist of Latin 16 hours, Greek 24 hours.

HISTORY

Professor Hochstetler

21-22. English History—A course tracing the political, social, and constitutional development of England from the earliest period to the present time. Particular attention is given to the present English problems with an historical explanation of the same. This being the only course required of college students, is designed to introduce the students to modern historical methods. Considerable stress is laid on investigation and the preparation of oral and written reports. *Required of Sophomores. Two semesters. Three hours.*

Electives Open to Juniors and Seniors

31. Renaissance and Reformation (1300-1600)—This course, after considering briefly the institutions of the feudal period, treats the period of the Renaissance and the Reformation. The aim of the course, aside from giving an intensive knowledge of the subject, is to develop independence in acquiring well-founded information. Part of the time is occupied in preparing oral and written reports. The recitations are supplemented by lectures. *One semester. Three hours.*

32. History of Civilization—An outline of the contributions to civilization by the Oriental peoples, followed by the history of civilization in Europe. In this course are traced the various causes and forces—intellectual, moral, political, social, and industrial—which have made the Europe of today. *One semester. Three hours.*

33. Modern History (1789-1848)—This course after treating briefly the industrial, social, and political conditions of Europe of the eighteenth century treats the period of the French Revolution with particular reference to its causes and final results. Special stress is laid upon tracing the effects of the French Spirit in later Eucopean politics, and the international relations established by the Treaty of Vienna. *One semester. Three hours.*

34. Modern History (1848)—A course dealing with the modern political problems of Europe, attempting to explain them historically. Much attention is given to a correct interpretation of current events. Lectures and recitations alternating. *One semester. Three hours.*

35. American History—A course in American History dealing as far as possible with original sources. This course treats chiefly the early colonial period. *One semester. Three hours.*

NOTE—If elected by a sufficient number a course on American National History will also be given.

LATIN

Professor Notestein, Miss French

The courses in Latin are designed not only to train students to read and enjoy the classical authors but also to awaken in them an intelligent interest in the great tradition of Latin culture and humanity. To this end constant use is made of such books as Sandys' *Companion to Latin Studies* and *History of Classical Scholarship.* Since a large proportion of those who study Latin in college intend to become instructors in secondary schools, care is taken that such students shall be made familiar with the best and most up-to-date methods of secondary instruction, and that they shall be thoroughly equipped with the vocabulary and the knowledge of syntax which are necessary for successful work. The Freshman course is confined strictly to prose, the Sophomore course to poetry; these two courses have been planned to give to students who finish only two years of college Latin at least an introduction to all which is best and most famous in Latin literature and tradition.

11-12. First Year Latin—Accidence and syntax. Conversation and prose composition. Reading from Nepos' *Lives,* Caesar's *Gallic War,* and Ovid's *Metamorphoses.* Open to students who have entered college without Latin. *Two semesters. Five hours.*

21-22. Second Year Latin—Reading from Cicero's *Orations* and from Virgil's *Aeneid.* Prose composition. Open to students who have had course 11-12 or its equivalent. *Two semesters. Five hours.*

13. Essays and Letters—Cicero's *De Senectute* and *De Amicitia.* An essay of Seneca. Selections from the letters of Cicero and Pliny. A brief outline of the history of philosophy at Rome. English readings in *A Companion to Latin Studies,* in Wilkins' *Roman Literature,* and in Plutarch's *Lives.* The art of rendering Latin in good English. Prose composition and word-formation. Practice in the English pronunciation of Latin, to enable the student to pronounce correctly professional Latin and the Latin words, phrases, and proper names which occur in English discourse. *Freshman course. First semester. Four hours.*

14. Roman History—Sallust, Livy, Tacitus. English readings in *A Companion to Latin Studies,* in Mommsen's *History of Rome,* and in Plutarch's *Lives.* Style in Roman historical writers: the influence of poetry on prose. *Freshman course Second semester. Four hours.*

23. Comedy and Satire—Comedies of Plautus and Terence. Selections from the satires of Horace and Juvenal and from the epigrams of Martial. English readings in Sellar's *Roman Poets. Sophomore course. First semester. Four hours.*

24. Lyric, Elegiac, Pastoral, and Didactic Poetry—Horace's *Odes.* Selections from Catullus, Tibullus, Propertius, and Ovid, and from Virgil's *Eclogues* and *Georgics.* English readings in Sellar's *Roman Poets. Sophomore course. Second semester. Four hours.*

Junior and Senior Electives

Of the four courses which are listed below it is not anticipated that more than one will be offered in the same year. Selection will be made to suit the necessity and wishes of advanced students.

31. Republican and Augustan Prose—Cato, Cicero, Varro, Sallust, Livy. Passages set for private reading. *First semester. Three hours.*

32. Republican and Augustan Poetry—Ennius, Lucretius, Catullus, Virgil, Horace, Tibullus, Propertius, Ovid. Specimens and fragments of early Latin. Passages set for private reading. Literary activity at Rome under Augustus: the circle of Maecenas. *Second semester. Three hours.*

33. Post-Augustan Prose—Quintilian, Petronius, Seneca, Apuleius, Tacitus, Suetonius, Velleius Paterculus, Valerius Maximus, *Scriptores Historiae Augustae.* Passages set for private reading. *First semester. Three hours.*

34. Post-Augustan Poetry—Lucan, Flaccus, Statius, Persius, Juvenal, Martial, *Pervigilium Veneris.* Passages set for private reading. *Second semester. Three hours.*

35-36. Roman Drama—The comedies of Plautus and Terence and the tragedies of Seneca. As many as possible of the plays will be read at lectures; others will be set for private reading. The origin and history of Greek and Roman drama. Metres. *Two semesters. Three hours.*

41-42. Teachers' Course—Selections from Caesar, Cicero. and Virgil, and from other authors whose works are commonly read in secondary schools. Accidence, syntax, and vocabulary of classical Latin. The quantitative method of pronouncing Latin verse. Methods of teaching Latin in secondary schools. *Two semesters. Three hours.*

Courses in English Open to All College Students

43. Latin Literature—The history of the Latin language and literature from their beginning to the renascence of learning. *First semester. One hour.*

44. Roman Antiquities—The life, art, civilization, law, religion, and industries of the ancient Romans. Extant monuments. Platner's *Ancient Rome. Second semester. One hour.*

LIBRARY SCIENCE

Miss McIntire

32. Elementary Course—Principles of classification, arrangement and use of books, including the use of catalogues, indexes and government material. General information concerning the care of small school libraries. *Open to Seniors and Juniors. Second semester. One hour.*

MATHEMATICS

Professor Myers

11. **Trigonometry**—Development of formulae, use of tables, and the solution of triangles. Emphasis is laid upon the application of this study to simple problems in measurements and to its use in engineering and other sciences. *Required of Freshmen. First semester. Four hours.*

12. **College Algebra**—Review of quadratics, graphic representation of equations of the first and second degree, radicals, complex numbers, mathematical induction, and the elementary theory of equations. *Required of Freshmen. Second semester. Four hours.*

21. **Analytic Geometry**—A continuation and extension of the study o the relation between equations of curves and their graphic representation with special attention to the development of the standard equations of the straight line and of conics. Emphasis will be placed upon the solution of problems. *Prerequisites, courses 11 and 12. First semester. Four hours.*

22. **Elementary Calculus**—The development of the more common formulae for both differentiation and integration, simple problems in maxima and minima, with other applications of the calculus. The aim of the course will be to introduce the student to the method of the calculus aud its wide application to problems in science and engineering. *Prerequisite Course 21. Second Semester. Four hours.*

33. **Advanced Calculus**—All the standard formulae developed and used, reduction of integrable forms to standard types, geometric and analytic definitions of integration, with many problems from geometry, physics and other sciences. *One semester. Three hours.* (Given in 1918-19 and alternate years.)

34. **Differential Equations**—The solution of many types of differential equations of the first and second orders. *One semester. Three hours.* (Given in 1918-19 and alternate years.)

31. **Astronomy**—A course in descriptive astronomy with only so much mathematics as can be comprehended by one who has had the freshman courses; the earth and its motions, the moon, the sun and planets, comets and meteors, stars and nebulae. *Prerequisites, courses 11 and 12. First semester. Three hours.* (Given in 1917-18 and alternate years.)

32. **Surveying**—The use of the level and transit, general principles of land surveys, platting. *Prerequisites, Courses 11 and 12. Three hours a week of class room work for the first six weeks and six hours a week of field and office work for the remainder of the semester.* (To be given in 1917-18 and alternate years.)

43. **Solid Analytics**—Co-ordinate geometry of three dimensions. *Prerequisite, course 21. One semester. Three hours.*

44. **Theory of Equations**—A continuation of the subject matter of college algebra for those who have attained a certain mathematical maturity. *Open to students with two years of college mathematics. One semester. Three hours.*

Courses 43 and 44 will be given whenever a class of not less than three students desire the course.

MUSIC

Mrs. Rayburn and Miss Finley

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing courses leading to the degrees of A. B. or B. S. as indicated below. But not more than four semester hours may be elected by college students in any one year.

31-32. Harmony—Study of intervals and musical notations, the formation of the triad and chord connection. Chords of the seventh, modulation and keyboard work. Systematic harmonizing of melodies which modulate. Study of non-harmonic tones such as suspensions, retardations, appogiaturas anticipations, passing tones, embellishments. Writing of single and double chants, chorals. *Elective to Juniors and Seniors. Two semesters. Two hours.*

33-34. Theory of Music—A study of the principles of acoustics, perception of sound, overtones, rhythm, notation, figure treatment. Thematic, rhythmic, and harmonic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, Canon, Fugue, and the various vocal forms. *Elective to Juniors and Seniors. Two semesters. One hour.*

35-36. History of Music—Ancient and mediaeval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music. Development of the various musical instruments, the Opera and the Oratorio. History of the classic and romantic periods. Modern music and musicians. *Elective to Juniors and Seniors. Two semesters. One hour.*

PHILOSOPHY AND PSYCHOLOGY

President Gage

31-32. General Psychology—An introductory course in general psychology intended to acquaint students with the essential facts of their own conscious life and the general constituents of human nature. By means of oral and written recitations, demonstrations, elementary experiments performed by members of the class and occasional lectures on special topics, the fundamental facts and laws of mind are studied. James' Psychology (briefer course), Judd's Psychology, Thorndike's Elements of Psychology, and Seashore's Elementary Experiments in Psychology are used as texts. The subject is presented topically in the following order: Problems and methods of psychology, the psycho-physical organism, neural action and habit, consciousness, attention, sensation, perception, images, association, memory, conception, judgment, reasoning, feeling, reflex action, impulse, instinct, emotion, volition, interest, desire, the self, mental development, abnormalities of consciousness such as dreaming, hypnosis and insanity. Applications to the psychology of teaching and learning, mental hygiene, advertising, evidence, and other practical problems are emphasized whenever it is possible to do so. Students will find the course in elementary biology, No. 11, useful in preparing for this year's work. Members of the class are required to prepare and hand to the instructor written abstracts of the material on each topic as it is treated in each of the above texts. In the Library are duplicate copies of other texts from which abstracts of a few topics are required. A written test on each topic is given when it has been completed. *Required of all Juniors. Two semesters. Four hours.*

33. **Logic**—An introductory course in formal and practical logic. Traditional logic, including the laws of thought and forms of the syllogism, is first studied. Following this the principles of deductive reasoning are applied to the methods of scientific investigation. The course concludes with a study of statistical data, the laws of evidence, the logic of probability and certainty. Throughout the course much attention is given to the detection of fallacies, examples drawn from many sources being used. Skill in the accurate use of terms and in logical statement is a main object of the course. Hibben's Logic, Deductive and Inductive, is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours.*

34. **Aesthetics**—This course is not a history of Art. It is an elementary and general study of the principles of Art and aesthetical appreciation from the viewpoints of psychology and philosophy. It should help students to understand and appreciate Art. The genesis and differentiation of the various arts is briefly traced and the characteristics of the different forms of Art are noted. Attention is given to the individual and social values of Art, the relations of form and content, the artistic imagination, and the relation of the aesthetic consciousness to the intellectual, the moral, and the religious life. The nature of the art-impulse and its place in life is studied. The various theories of Art are stated and discussed. The beautiful, the sublime, the comic, the pathetic, and the other aesthetic categories are given as much definition as is possible. A practical application of definitions is made by reference to Nature, pictures, and literature. Some knowledge of instinct, emotion, imitation, play, attention and interest, pleasure and pain, and sensation is required for the successful pursuit of this course. Therefore it is open to those who have taken or who are taking the course in General Psychology, No. 31-32. No text is used. Lectures are given and members of the class prepare reports on assigned readings and write papers on special topics. The interests of the individual members of the class will to some extent determine the content of the course. *Elective. Second semester. Three hours.*

35. **Philosophy**—A course dealing with the problems and history of philosophy.

(a) *Introduction to Philosophy*—This portion of the course extends through the first six or eight weeks. It is intended to acquaint students with the nature of philosophical study, its systematic divisions, and characteristic problems. After a statement of the relation of philosophy to the various sciences, an outline of the problems of philosophy is presented to the class, each problem being briefly defined. The intention is to give students a clear and concise description of the different forms that philosophical systems have assumed in the past and to give them a knowledge of the rational, empirical, and critical methods of formulating a consistent view of the world.

(b) *History of Ancient and Mediaeval Philosophy*—The rise and development of the various attempts to gain a comprehensive view of realty is traced through the Greek, the Graeco-Roman, and the mediaeval periods. The origin and development of the fundamental problems of philosophy is noted, together with the progress that has been made toward their solution. Various philosophical tendencies are related to the national events and civilizations in which they arose. The time and attention of the class is occupied largely with the progress of Greek thought as expressed by the systematic philosophers, Democritus, Socrates, Plato, and Aristotle. Some time is devoted to the movements of thought in the period centering about the Christian era. The period of the Middle Ages is passed over more rapidly than the earlier period. But in each period it is the aim of the course to present with considerable detail the views of the principal thinkers on such problems as the validity of knowledge, the nature of virtue, the foundation of the State, and the nature and existence of God. Webers History of Philosophy is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours.*

36. Philosophy—A continuation of Course 35; a History of Modern Philosophy. It is desired that Courses 35 and 36 be taken consecutively, but by special permission, the latter may be taken by those who have not completed the former. The methods of presentation and the aims are the same as in the preceding course. The philosophical systems of Descarte, Spinoza, Locke, Berkeley, Leibnitz, and Hume are studied with special care. The philosophy of criticism, with emphasis on Kant, is next considered. If time permits post-Hegelian tendencies will be indicated and by means of lectures something of the present status of philosophy will be outlined. *Elective open to Juniors and Seniors. Second semester. Three hours.*

PHYSICS

Professor Davidson

11. Mechanics, Molecular Physics and Heat—A careful study is made of the most important principles in these subjects, and the work of each lesson is supplemented by laboratory investigation of the principles taught. A minimum of 20 accepted experiments is required of each student. *Elective open to all who have completed or are taking Mathematics 11. First semester. Two hours recitation and four hours laboratory.*

12. Electricity, Sound, and Light—This course is a continuation of 11 and is conducted on the same plan.

21. Heat—Among the topics treated are: Continuity of state, Carnot's Cycle, First and Second Laws of Thermodynamics, Free Expansion of Gases, Pyrometers, Convection, Conduction, and Radiation. *Elective open to students who have completed courses 11 and 12. First semester. Two hours recitation and lecture, four hours laboratory.*

22. Light—This course includes a study of Optical Constants of Mirrors and Lenses, Aberration, Optical Instruments, Velocity of Light, Wave Theory of Light, Radiation, Interference, Diffraction, Polarization, Theories of Reflection and Refraction. *Elective open to students who have completed* *courses 11 and 12. Second semester. Two hours recitation and lecture, four hours laboratoy.*

POLITICAL SCIENCE

Professor Hochstetler

41. Government and Politics in the United States—The historical development of the American government is traced by reference to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors and Juniors. One semester. Three hours.*

42. Comparative Government—The ancient governments of the Greek cities and of the Roman Empire are first briefly considered as an introduction to a study of the modern European state. The rest of the course is a comparative study of governments of the leading states of Europe, treating of the historical development and present form of administration in each. *Elective open to Seniors and Juniors. One Semester. Three hours.*

43. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events in British and American history illustrative of the principles involved are cited for investigation and discussion. *Elective open to Seniors and Juniors. One semester. Three hours.*

44. Political Theories—The historical development of the theories of the state are carefully traced. The various forms of the state are first considered with special reference to their respective times and peoples. The modern political ideas are then considered with special reference to the great world powers of today. *Elective open to Seniors and Juniors. One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomores or special students who have had the necessary preliminary courses.

PUBLIC SPEAKING

Assistant Professor Hunt

11. Oral Composition—Principles of effective speaking. Construction of the simpler types of formal address. Extemporaneous speaking. Declamation. Argumentation. Text. Assigned readings on current topics. *Required of all Freshmen. First semester. Two hours.* (See Freshman English, Course 11 (b).

21. Forms of Public Address—Analysis of orations. Study of distinct types of public address. Construction of orations to be delivered before the class. *Open to students who have completed the Freshmen year. First semester. Three hours.*

22. Literary Interpretation — Vocal interpretation of literature. Province of expression in art. Study of imagination and dramatic instinct. Selections from poetry and drama. *Open to students who have completed course 11 Second semester. Three hours.*

31. Political Speaking—Political Oratory of America studied. Issues that have been prominent in the history of the nation are discussed from the viewpoint of the men who spoke upon them. Debates upon current issues. Living orators studied. Course designed for students desirous of entering public service. *Open to Juniors and Seniors. First semester. Three hours.*

32. Debaters' Seminar on Public Questions—Investigation of public questions in the fields of politics, economics, and sociology. *Open to students upon the basis of their ability in debate. Second semester. Three hours.*

33-34. Modern Drama—Beginning with Ibsen a study is made of Continental, English, and American drama. Plays are read in class. Assigned readings in the field of dramatic criticism. *Open to Juniors and Seniors. Two semesters. Three hours.*

35-36. Tennyson and Browning—Intensive work in interpretation with the idea of storing the mind with selections. Also a study of the poets in relation to their age. *Open to Juniors and Seniors. Two semesters. Three hours.*

All courses except 11 will count towards a major.

SPANISH

Miss Weir

11-12. Spanish I—Grammar and Composition. Easy reader. Alarcón's El Capitán Veneno. Bretón's ¿ Quien Es Ella? Galdós's Marianela. *Two semesters. Three hours.*

21-22. Spanish II—Composition. Alarcón's El Sombrero de Tres Picos. Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's El Haz de Leña. Galdós' Doña Perfecta. Collateral reading. *Two semesters. Three hours.*

The Academy

The Academy courses have in view two distinct objects: First, to prepare the student for further study, either at Huron College or at any other standard college; and secondly, to give as broad and practical an education as possible to students who cannot take a college course.

A total of sixteen units, with the required work in Bible, is required for graduation. Of these sixteen units, eleven are required, as follows:

English	4 units
Mathematics	2 units
History	2 units
Foreign Language	2 units
Laboratory Science	1 unit

Two diplomas are granted by the Academy. A student who includes in his five electives more than three commercial units receives the Commercial-Academic Diploma. All other graduates receive the College Preparatory Diploma.

A student should choose each year four studies from the list of those offered for that year. Or he may elect in any year a study listed for a previous year, which he has omitted. (Except that Elementary Science may not be taken after Biology.) No student is ordinarily permitted to take work in advance of his registered standing. Second and Third Year Students take Bible the first semester, First and Fourth Year Students take it the second semester. All of the following courses apply toward graduation:

First Year.
English.
Algebra.
Ancient History.
Beginning Latin.
*Elementary Science.

Second Year.
English.
Plane Geometry.
Medieval and Modern History.
Caesar.
German.
†Commercial Work.

Third Year.
English.
Solid Geometry and Advanced Algebra.
Cicero.
German.
Greek.
Biology.
†Commercial Work.

Fourth Year.
English.
Physics.
Virgil.
German.
Greek.
United States History and Civics.
†Commercial Work.

*Note 1—Elementary Science may not be credited as a laboratory science, but as an elective.

†Note 2—The following commercial subjects may be elected: Bookkeeping, Commercial Arithmetic, Commercial Law, Shorthand and Typewriting. Commercial Correspondence may be substituted for one-half unit of Academy English by special permission.

Explanation of Academy Courses

BIBLICAL COURSES

The courses of Bible study for the first two years follow the Bible narrative along the thread of Hebrew history, for knowledge of the more constructive events, the more significant lives, and the gradual unfolding of the monotheistic religion that began then to make itself the principal influence in civilization. Incidentally the simpler forms of the literature are examined for their literary or efficiency values. To begin to know and appreciate the main contents of the Old Testament with the New, is believed to be the most satisfactory foundation for all other requirements.

The last two years of Bible study include: (a) the life of Christ, both in biographic details and in religious significance, with examination throughout of the Christ as the Son of God who "taught with authority"; and (b) the early history of the Christian Church, with special study of the portions of the apostolic writings that have proved to be the most expressive of the Christian spirit.

Much elucidative material, such as maps, charts, outlines, and pictures, are accessible. A general knowledge of Bible lands and customs is gained. The method includes text-books, constant use of the Bible, lectures, and references.

I. Old Testament—The history of the Hebrews down to the rise of the monarchy. *Required of first year Academy students. Second semester. Two hours.*

II. Old Testament—The Old Testament History from David to the Christian era. *Required of second year Academy students. First semester. Two hours.*

III. New Testament—The life of Christ in the four Gospels. *Required of third year Academy students. First semester. Two hours.*

IV. New Testament—The Founding of the Christian Church. The life and work of the apostle Paul and the message of his epistles. *Required of fourth year Academy students. Second semester. Two hours.*

ENGLISH

I. Rhetoric and Composition. Elementary text and constant practice in the writing of sentences and paragraphs, with such reading as will serve to fix in mind the customs of good writers and publishers in the matters dealt with. Following this, there will be the reading, in classroom and outside, of selections from standard prose literature, with such essays as may be suggested by the classroom reading. Besides these, where practicable, individual classics will be read and discussed. *First semester, five hours. Second semester, four hours.*

II. Elementary English Grammar, with exercises in composition correlative to it, will constitute the work of the first semester. The second semester will be given to the reading of classics and to more advanced processes in English composition. *First semester, four hours. Second semester, five hours.*

III. This year's work will have to do largely with the study and analysis of classics, combined with the writing of essays, mostly critical, and the study of plans for such essays. Library work will be a special feature. *First semester, three hours. Second semester, five hours.*

IV. The first semester's work will be a thorough review of English Grammar. An advanced text will be used, and the attempt will be made both to prepare the student for the composition work of Freshman year in college and to fix in mind the usages of good English in their relation to everyday life. The analysis and construction of effective English sentences will be a prominent feature. The second semester will cover the field of English or of American literature in the main facts of its history. Library reading will be a feature. This course for the first semester shall be required of all Academy students conditioned in their third year composition or grammar in English; and of any Freshman whose English writing is notably deficient upon entrance. *Elective open to fourth year Academy students. First semester, four hours. Second semester, five hours.*

GERMAN

III. **Beginning German**—The essentials of grammar, with easy reading and practice in speaking and writing. *Two semesters. Five hours.*

IV. **Second Year German**—The study of grammar and composition is continued. The texts read usually illustrate German life and customs, besides affording a basis for conversation. *Two semesters. Five hours.*

GREEK

It is advisable that students begin the study of Greek as early as the Third Year of the Academy, but those not having begun it then may take the beginning course in any year and after the first year's work may carry double work if so desired.

II. **Classic Myths**—As preparatory to an intelligent study of literature, a course in the Myths of Greece and Rome will be given. Text-book: Guerbers Myths of Greece and Rome. *One semester. One hour.*

III. **Beginning Greek**—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading and conversation will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Two semesters. Five hours.*

IV. **Second Year Greek**—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Two semesters. Five hours.*

HISTORY

I. **Ancient History**—This course consists of a brief account of the Oriental peoples, followed by the history of Greece and Rome. *First semester, five hours. Second semester, four hours.*

II. **Medieval and Modern**—This course, after briefly reviewing the leading facts of medieval Europe, takes up a general survey of the progress of Europe from the beginning of the 16th century to the present time. The latter part of the course is supplemented by current history.

IV (a). **American**—A topical study in American history designed to prepare the student for an advanced course in American politics. *First semester. Five hours.*

IV (b). **Civics**—This course includes a study of local government as illustrated in township, city, and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Second semester. Five hours.*

LATIN

I. **Beginning Latin**—Smith's Latin Lessons is the text used. A thorough knowledge of the principles of syntax and word forms is required. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

II. **Second Year Latin**—Caesar. Books I-IV of Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

III. **Third Year Latin**—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

IV. **Fourth Year Latin**—Virgil. Books I-VI of the Aeneid of Virgil are read, with supplementary study along the lines of syntax, the epic form, prosody, scansion, rhetorical figures, and mythology. *First semester, five hours. Second semester, four hours.*

MATHEMATICS

I. **Algebra**—This course will be an introduction to the elementary conceptions of algebra, including factoring, solution of simple and simultaneous equations, both algebraically and graphically, and an introduction to quadratic equations. *Two semesters. Five hours.*

II. **Plane Geometry**—(a) A study of triangles, circles, and methods of construction will be the content of this course. *First semester. Five hours.*

(b) Proportion, similarity of polygons, and an extension of construction methods will be the work covered by this course. *Second semester. Five hours.*

III. **Algebra**—This course, which will be introduced by a thorough review of the elementary algebra, will include imaginaries, progressions, binomial theorem, extraction of roots, expansions, and the solution of both simple and simultaneous quadratic equations. *Second semester. Five hours.*

IV. **Solid Geometry**—The application of the principles of plane geometry to three dimensional space. *One semester. Five hours.*

SCIENCE

I. **Elementary Science Course**—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development

and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Second semester. Five hours.*

III. (a) **Zoology**—The purpose of this course is to afford a broad view of the animal kingdom, and a foundation on which to base future study and observation. The course will involve a general survey of the structure, functions, habits, and life history of representative animals of the various phyla. Special emphasis will be laid upon the more important principles of animal ecology. Each student will be required to do considerable field and some laboratory work. *First semester. Five hours.*

III. (b) **Botany**—The first part of this course will involve considerable laboratory work, illustrative of the storage of food in seeds, the germination of seeds, and the microscopic structure of roots, stem and leaves. The latter part of the course will be devoted to field work and plant analysis. *Second semester. Five hours.*

IV. **Physics**—A thorough study of the elementary principles of Physics. The laboratory work is considered an important part of this course. A minimum of forty accepted experiments is required of each student and the aim is to introduce the student to the method of true scientific investigation. *Two semesters. Three hours lecture and recitation and two hours laboratory.*

HURON COLLEGE
HURON, SOUTH DAKOTA.

Teachers' Normal Courses

LEADING TO
STATE CERTIFICATES AND LIFE DIPLOMAS

In order to meet the great demands made upon colleges for well trained teachers, Huron College offers the following courses leading to a State Certificate and a Life Diploma. These courses in general follow the courses regularly offered in the Academy and College departments. They are properly coordinated with each other so that the student who is compelled to drop out during his course will have the proper training to fit himself for successful teaching and at the same time not hinder his progress towards the baccalaureate degree. They are so arranged that a student may take his professional training either in the fourth, fifth, or sixth year and have the same count towards his Academy diploma or College degree.

Of the professional subjects that are offered some are given only during the regular year while others are given in the Summer School. The Huron College Summer School is an integral part of the College and has at its disposal all the facilities of the College, which guarantees the excellency of its work. This arrangement will give the student an opportunity to continue his regular college or academy work during the first two semesters of the year and specialize on professional training during the summer term.

PROFESSIONAL SUBJECTS

The professional subjects offered are:

1. **Pedagogy**—(Didactics, Intermediate and Grammar Grade Methods, Primary Methods, Elementary Psychology). Summer School.

2. **Normal Reviews** in Grammar, Arithmetic, Geography, Reading. Summer School.

3. **History of Education.** *One semester.*

4. **Methods in Education.** *One semester.*

5. **General Psychology.** *Two semesters.*

6. **Principles of Education.** *Two semesters.*

Of the above courses, a minimum of fifteen semester hours is required of the student who desires a state certificate. If the Normal Review subjects are elected, the same will be accepted as one of the sixteen units required for graduation from the academy. If the History of Education and the Methods in Education are taken during the Freshman year in college, the four semester hours will count as three semester hours towards a baccalaureate degree. By special arrangements Sophomores may be admitted to the class in General Psychology, which is given regularly in the Junior year in college. The principles of Education is an elective course open to Juniors and Seniors in college and should be taken by students during their last two years in college.

OUTLINE OF NORMAL COURSE

(For a description of the courses in the following subjects, the student is referred to the College catalogue and to the Summer School Bulletin.)

A student is required to take four subjects during each of the six years of the Normal Course. In making his selection of subjects, however, he must conform to the requirements for a state certificate. This means that the following subjects must appear in his course:

1. **English**—108 weeks (must include Rhetoric and Composition).

2. **Mathematics**—Algebra, 36 weeks, to quadratics—Plane Geometry, 36 weeks.

3. **History**—American (including Civics) 36 weeks—European, 36 weeks.

4. **Science**—36 weeks. This year in Science may be any one of the following: Physics, Physical Geography and Geology, Botany and Zoology, Chemistry.

During the first year the student may take any four of the five subjects which are given below as first year subjects. During the second year he may take any four of the subjects given as second year subjects; or he may take the subject omitted during his first year and three of the second year subjects. He may thus at any time take up any subject that he has omitted during a previous year (except that he may not take Science I after he has taken Science III); but at no time will he be permitted to enroll for a subject ahead of the year in which he is classified.

The first four years of the Normal Course is a standard high school course, and is in conformity with the requirements for graduation from the Academy, and will entitle the student to a diploma from the same.

(The above arrangement applies only to the first four years of the course.)

SUBJECTS

First Year

English I	5
Algebra I	5
Latin I	5
Science I	5
Ancient History	5

Second Year

English II	4
Plane Geometry	5
Medieval and Modern History	5
Latin II	5
German	5

Third Year

English III	3
Algebra III and Solid Geometry	5
Latin	5
German	5
Greek	5
Science III	5

Fourth Year

Physics	5
American History and Civics	5
English	5
Latin	5
Greek	5
German	5
Normal Reviews	5

Fifth Year

Education	4
English	4
Algebra	4
Chemistry	4
Biology	4
German	4
Latin	4
Greek	4

Sixth Year

Education	4
History	4
Biology	4
Chemistry	4
Physics	4
German	4
French	4
Latin	4
Greek	4
English	4

The courses in Education open to Sixth year students are Methods and History of Education (if not elected in the fifth year) and General Psychology or some other course not previously taken.

In addition to these specific requirements, many other teachers' courses are offered in the Summer School and the teachers are invited to avail themselves of this splendid opportunity. These courses are all approved by the State Department of Public Instruction, and will be accepted towards a normal course in this school or any other college or normal school in the state.

Those who have successfully completed the above course will be accorded the same privileges in regard to exemption from examination for state certificates as are given to graduates of the normal schools of the state and of similar courses in the State University.

Students who successfully complete the above outlined *Six-Year Normal Course* will in most cases have completed the Sophomore year in the regular College course, and will be entitled to receive a State Certificate.

Students completing the *Four-Year College Course* will receive a bachelor's degree from the College and are entitled to receive a provisional state certificate, which will terminate in a life diploma after they have secured the required forty months of successful experience. This course especially trains students to teach special subjects in four-year accredited high schools.

Approved this third day of July, 1915,

by C. H. LUGG,

Superintendent of Public Instruction.

Summer School

ORGANIZATION

The Summer School was established in 1901. It is an integral part of the work of Huron College. The Trustees and Faculty are committed to the policy of furthering the interests of this School in every possible way. The work done in the Summer School is not inferior in quality. The College is responsible for the conduct of all courses and with all the resources at its disposal, guarantees their excellence. All work is done under the supervision of the President of the College. Instruction is given by members of the Faculty of the College with the assistance of lecturers and teachers who are expert in public school methods and problems.

AIMS

The summer term begins immediately after the College commencement and continues six weeks. Teachers, more than almost any other class of workers, need to do advanced work continually if they wish to keep abreast of the times. Courses in the Summer School are arranged with special reference to the needs of public school teachers who cannot spare the time to attend school during the regular school months.

Huron Summer School will appeal especially to teachers and students who are seeking an opportunity to study seriously and to accomplish some definite purpose. Those who wish their summer study to issue in some practical result, should remember that the aim of the school is to produce such results. Special entertainment is provided but mere entertainment is not the goal. The College authorities feel that it is better to aim at work which issues in achievement, for no entertainment is quite equal to that of interesting and efficient work. In the conduct of courses, it is not planned to do the work of students for them by lectures in the classroom and from the chapel rostrum. The idea is rather to make work enjoyable and to fit students for the joy of thinking and working for themselves.

PREPARATION FOR TEACHERS' EXAMINATIONS

In outlining the courses, special attention is given to the fact that many young people are each summer preparing to write the examination papers required for a teacher's certificate. The School will be of special service to those who have this end in view. One who has some preliminary preparation should be able, during six weeks of study, to make up deficiencies in one or two subjects and to review other subjects so as to pass the examination for the first grade certificate. Examinations for this certificate are generally given after the close of the Summer School in the latter part of August.

Students who wish to prepare for Primary, Second or Third Grade Certificates are reminded that examinations for these three classes of certificates are generally held during the last week of the term. Those who choose can plan their work to meet the requirements of these examinations.

PREPARATION FOR PROMOTION

To hold a teacher's certificate of any grade may mean much or little. Certificates guarantee neither high intellectual ability nor skill in teaching. Requirements for certificates represent a minimum of scholarship, without which the law will not allow one to teach. But ambitious teachers are not content to rest on the least possible scholarship required of them. Those who are advancing to better and more remunerative positions do more than they are compelled to do. The simple requirements of the law are not sufficient for them. They are continually seeking to enrich experience, to come into contact with new ideas and with people who have such ideas, and to broaden the intellectual horizon by every possible means. Such ambitions make one a candidate for promotion in the teaching profession and in any walk of life. Huron Summer School is organized to serve those who are seeking better positions.

COURSES FOR COLLEGE AND ACADEMY STUDENTS

College and Academy students are continually inquiring about the possibility and the advantage of pursuing courses in Summer School. Under the old division of the year into three terms of twelve weeks each, it was possible by reciting twice a day in a subject for six weeks to make one full term's credit. Now, with the college year divided into two semesters of eighteen weeks each, it is more difficult to arrange to give college and academy credit for work done in the Summer School. However, the doors of the School are not closed to students who for any reason wish to enroll for college and academy subjects. It frequently happens that students who have been given conditional classification wish to remove conditions during the summer. Others wish to proceed to graduation faster than the provisions of the schedule of the regular year allow. To such students the opportunities of the Summer School are open, but in each case arrangements should be made in advance. Such courses receive special instruction and will be offered when a sufficient number of students request that the course be given. Unless special arrangements are made whereby summer courses are outlined to proceed with special rapidity, students may count on receiving hour-for-hour credit from the College Registrar.

TEACHERS' COURSES

Special courses and lectures in pedagogy and in such subjects as Elementary Agriculture and Nature Study. Announcement of such courses is made each year in the Summer School Bulletin.

Courses in the following departments of instruction are regularly scheduled each year: Pedagogy, Mathematics (including Arithmetic, Algebra, and Geometry), History, German, Latin, Civics, English Grammar, Rhetoric and Literature, Geography, Natural Science (including Physiology and Physics) Penmanship and Spelling, Drawing, Primary Methods, Public School Music, Voice, and Piano.

Several courses in each one of the above departments will be regularly scheduled. All courses of study required for the First Grade Certificate will be offered. Other courses of study and other subjects will be offered if desired by a sufficient number of students and if permitted by the time available.

EXPENSES

*Tuition, term of six weeks	$10.00
Room rent, by the term at Voorhees Dormitory	5.00
Table board, if paid in advance by the term	18.00
Total for term of six weeks	$33.00

*Note—Student taking work in High School, Academy, or College subjects will pay an additional fee of five dollars.

Those who are interested will receive the Summer School edition of the College Bulletin on sending a request to the President of the College.

Huron Business College and School of Commerce

THIS DEPARTMENT OFFERS THREE COURSES:

THE COMMERCIAL-ACADEMIC COURSE

THE ACCOUNTING COURSE

THE STENOGRAPHIC COURSE

The Commercial-Academic Course—The more responsible and important positions of business life require a broader educational foundation than is usually afforded by business colleges. The Commercial-Academic Course is recommended to meet this requirement. In some subjects, it coincides with the curriculum of the Academy and Normal School. Certain subjects, however, are omitted from these courses and the subjects of the Accounting and Stenographic Courses are substituted for them. The student thus receives the benefit of both the cultural and the professional studies. For details of this course, reference should be made to the outline and description of the Academy courses as well as to the outline on the following page.

The Accounting Course—This course is designed for those who have not time to take the longer Commercial-Academic Course, but who wish preparation in actual business methods. It requires one year of time and gives the student practical training for any ordinary business position.

The subjects treated in this course are Bookkeeping, Business and Office Practice, English and Commercial Correspondence, Spelling, Penmanship, Arithmetic and Rapid Calculation, and Commercial Law. Students should have the equivalent of eight grades before attempting this course. Those presenting advanced high school or academic credits may substitute work in the College, Academy, or School of Music for the credits accepted by the Registrar. For details of the subjects studied, reference should be made to the outline and description of courses on the following pages. The time required for graduation is one school year.

The Stenographic Course—This course is also designed for those who have not time to take the Commercial-Academic Course, but who wish to become stenographers. The time required is one school year. It includes a practical training in Shorthand, Typewriting, and Spelling. Opportunity is also offered for instruction in elementary Bookkeeping. However, students desiring to become efficient bookkeepers as well as stenographers, should arrange to take this work in two years.

It is suggested that students have the equivalent of a high school education before enrolling in the Stenographic Course, as stenographers should have a thorough familiarity with English. Those presenting advanced high school or academic credits may substitute work in the College, Academy, or School of Music for the credits accepted by the Registrar. This allows additional training in English, as college freshman English may be elected by high school graduates and advanced courses in academy English by those with previous high school training.

Competent stenographers are always in demand. The occupation is pleasant and remunerative, and there are plenty of opportunities for advancement. It is a fact that many prominent citizens were at one time stenographers. The same opportunity is open today to those who have the training and the desire to become efficient workers.

Training for Commercial Teachers—While we especially recommend the College Course for those who are fitting themselves as commercial teachers, a shorter course has been outlined for those who have but a limited time to spend in preparation. The time necessary to complete this shorter course would vary from a few months to a year or more, in proportion to the ability and industry of the student. The increased demand for high school commercial teachers indicates that it is well worth the student's time and effort to make thorough preparation for such employment.

Business Positions—We are frequently called upon to furnish young men and women to fill positions in business houses, and for some time past the demand has been greater than the supply. There is an ever increasing call for stenographers and bookkeepers, especially the former, to occupy positions in the Government Service. We have in the past placed our students in paying positions as fast as they became qualified to fill them, and the ambitious student need have no misgivings about finding a place today.

Advantages of Attending Huron College—Huron College offers, besides high grade business courses, the social and intellectual life of a college of recognized standing. The City of Huron is centrally located and is easily reached from all parts of the state. There is also a good opportunity for students to earn a part or all of their expenses.

OUTLINE OF THE COURSES

The numbers at the left of the outline refer to the following paragraphs, where a description of the work covered in each subject is given. Those at the right indicate the number of hours required in the class room each week.

	Accounting			**Stenography**	
	First Semester				
1	Introductory Bookkeeping and Business Practice	10	2	Shorthand:	
				(a) Elements of Phonography	5
				(b) Dictation	2
5	Commercial Arithmetic and Rapid Calculation	5	3	Typewriting	10
6	English and Spelling	5	6	English and Spelling	5
8	Penmanship	5	8	Penmanship	5
	Second Semester				
1	Advanced Bookkeeping and Office Practice	10	2	Shorthand:	
				(a) Speed Practice	5
				(b) Advanced Dictation	2
5	Commercial Arithmetic and Rapid Calculation	5	3	Typewriting	8
7	Commercial Correspondence	3	7	Commercial Correspondence	3
8	Penmanship	5	8	Penmanship	5
9	Commercial Law	4	4	Stenographer's Office Practice	2

EXPLANATION OF COURSES

1. (a) **Bookkeeping**—This course affords instruction in the fundamental principles of accounting. Modern double and single entry sets of books are kept. In addition, the student is given repeated drills in opening and closing various sets of books, taking trial balances, and preparing the financial statements.

Business knowledge and routine are acquired through the study of the facts concerning the transactions, the business papers involved, and the proper book entries. Invoices, bills, checks, drafts, promissory notes, etc., are given special attention. The student learns by actually receiving and making out such papers.

The work of the second semester includes the keeping of advanced sets of books for a bank, a factory, a commission, and a wholesale house.

Offices have been equipped for the purpose of representing Banking, Wholesale Merchandise, Commission, and Real Estate. Each student has the opportunity to do actual office work, and later to manage an office. Experience is thus gained that connects the class room exercises with business life. *Throughout the year. Ten hours.*

(b) **Farm Accounting**—A specialized course in farm accounting is offered, following the preparatory course in introductory bookkeeping and business practice. The course covers the transactions of a representative farm for a period of a year and furnishes a live, practical, and up-to-date business training for the young man who expects to make farming his life work.

2. **Shorthand**—In the first semester, instruction is given in elementary phonography and dictation. The Gregg System of shorthand is taught. The principles studied are immediately put into practice by taking dictation commensurate with the student's knowledge of the subject. The aim is to develop legibility, speed, and confidence from the beginning.

The work of the second semester is to teach short cuts and the ability to write new phrases without hesitation. The dictation is confined to the best examples of business letters, papers, and documents. Imagination and ability are developed through the dictation of letters in outline, which the student is required to compose. This practice enables one to assume greater responsibilities, and thus rise above the duties of a mere routine position. *Throughout the year. Seven hours.*

3. **Typewriting**—The student is taught the Touch System. From the beginning, attention is given to correct fingering through the use of a text containing graded lessons and by class exercises conducted by the instructor. When the introductory exercises are completed, the student is given business papers to copy preparatory to taking them from dictation for transcription. Neat, accurate work is required, together with a certain degree of rapidity.

Students are familiarized with copying and duplicating devices and other details of office work in the Stenographer's Office Practice Course. See paragraph four below.

The department is supplied with a number of the leading typewriters, such as the Remington, the L. C. Smith & Bros., and the Underwood. It is advisable

for the student to become familiar with several different machines, as it is impossible for him to know before leaving college what machine he will be required to operate when he accepts a position. *First semester, ten hours. Second semester, eight hours.*

4. **Stenographer's Office Practice**—A systematic training is given in copying, manifolding, tabulating, follow-up systems, form letters, and other practical and useful office devices and methods.

This course is indispensable to the good stenographer and develops his proficiency as an office employee, so that when he enters business he will know what to do and how to do it. *Second semester. Two hours.*

5. **Commercial Arithmetic and Rapid Calculation**—The student is instructed in the problems that occur for daily solution in commercial life. Special emphasis is laid on problems in interest, discount, percentage, partial payments, and stocks and bonds. Daily drills in short methods of computation receive careful attention. Only those short methods, however, that are of practical value are taught, thus giving more time to the problems of real importance. The aim of the course is to develop reasoning ability, together with accuracy and speed. A practical text book is used, supplemented by other texts and problems. *Throughout the year. Five hours.*

6. **English**—This course is preparatory to the work of the second semester, which is devoted entirely to commercial correspondence. Modern business letters require a thorough understanding of the principles of English Grammar, punctuation, and spelling. Unity, coherence, and emphasis of sentence and paragraph are essential to properly constructed business letters. The selection of the correct word is also of vital importance. For these reasons the work of this semester is confined to the fundamentals of effective English, that the composition of business letters may not be hampered with a lack of previous training. *First semester. Five hours.*

Students presenting advanced credits in English may enroll in other courses in academy or college English. High school graduates may enroll in college Freshman English, and thus secure excellent training in this important study.

7. **Commercial Correspondence**—This course is primarily a course in the composition of the various types of business letters, such as letters of application, letters ordering goods, sales letters, and letters of collection. Telegrams and reports are carefully treated. Actual business situations are assumed and letters taken from business life are introduced to give reality to the work. The ability to write effective business letters will do much toward assuring future success. *Second semester. Three hours.*

8. **Penmanship**—Instruction is given in the Palmer Method of Business Writing. The aim of this course is to teach a plain, rapid, easy, and legible business writing. The ability to write a good business hand is essential to any young person intending to enter upon a business career. Students are furnished the best penmanship publications and every possible means is used to encourage persistent, painstaking practice. With very few exceptions, the student learns to write a splendid style and becomes proficient in rapid, tireless, muscular movement writing. *Throughout the year. Five hours.*

9. Commercial Law—It is the purpose of this course to impart a working knowledge of the principles of the law pertaining to everyday business transactions. The student is familiarized with his liabilities and rights in the business intercourse and office practice work, thus making a practical application of the principles taught.

This subject includes the law of contracts, negotiable instruments, agency, partnership, corporations, mortgages, deeds, insurance, real estate, personal property, etc., and is taught by means of class drills in which a text book is used, supplemented by the library of legal reference books belonging to the department.

In order to give our students the best possible instruction in this subject, we have secured the services of a well-known attorney of this city, a judge of the Circuit Court of the State of South Dakota, who will deliver lectures on the subject. He has had considerable experience as a lecturer in law, and was for some time instructor in the Law of Real Property and Commercial Paper in the Illinois College of Law, Chicago. With his large experience as a practicing attorney and as a judge on the bench, he is a recognized authority on this important branch of business education. *Second semester. Four hours.*

EXPENSES

	First Semester	Second Semester	Year's Exp.
Tuition, Accounting or Stenography	$35.00	$35.00	$70.00
Tuition, Commercial-Academic	25.00	25.00	
*Room, Heat, Light in Voorhees Dormitory	20.00	20.00	40.00
Table Board, about $3.75 per week, 36 weeks			135.00
Laundry and other expenses, estimated			20.00
Books for Accounting Course, from $7.00 to $10.00			10.00
Books for Stenographic Course, from $4.00 to $6.00			......
Students' Association Fee			5.00
Total			$280.00

*Young men will obtain rooms with private families at about the same rates.

Tuition, stationery, and dormitory expenses are required to be paid in advance.

Tuition for a shorter period than one semester may be paid at the rate of $3.00 per week, provided that the smallest charge made to a student registering for any semester shall be $5.00.

School of Music

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music, it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical life and culture in our state.

The School of Music has been aggressively following a policy of development which has, by the introduction of new subjects, broadened the scope of work in the School, and, by the adoption of more thorough methods of instruction and supervision, has required more intense and careful work on the part of students.

There are now twelve rooms devoted entirely to the use of this department. The College auditorium is used for recitals and other special public programs The College owns eighteen high grade pianos, including two Mason and Hamlin grands. With this equipment, we are able to offer the best of musical advantages.

Courses of Instruction

Voice Piano Violin Cello

Public School Music Wood-Wind, and Brass Instruments

Courses for Teachers Normal Training

Harmony Theory of Music History of Music Counterpoint

Elocution Languages

Regular Courses

The special attention of prospective students is called to the Regular Courses in Music. These courses are very comprehensive in their scope and are outlined to cover four years of intensive work. The completion of a Regular Course involves a thorough and well-rounded training in all the fundamentals of music and particular skill as a performer in some special branch.

A course leading to the Bachelor of Music degree has been outlined and adopted. An ordinary student can probably not earn such a degree in less than five years' study beyond a standard high school course. It will require a large amount of work in college courses leading to the Bachelor of Arts and Bachelor of Science degrees. Intellectually and culturally, the Bachelor of Music degree will be fairly equivalent to other bachelors' degrees offered by standard colleges.

OUTLINE OF COURSES

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, Huron College School of Music presents the following outline of instruction arranged in four general divisions:

1. Preparatory Course.
2. Intermediate Course.
3. Diploma Course.
4. Degree Course.
5. Normal Training Course

The Preparatory Course—This course covers the rudiments of music and is open to all beginners. Students are advanced as rapidly as their progress justifies.

The Intermediate Course—In this course, students are brought to a technical proficiency which will enable them to appear creditably in student recitals.

The Dipioma Course—This course is designed for students preparing for professional work as teachers or players and for amateurs who desire to obtain a thorough training in the art and science of music, and wish to pursue a definite and systematic course of study.

PIANO

Mrs. Rayburn, Miss Finley

Preparatory—New England Conservatory, Book 1. Simple pieces from Schumann's Album for the Young. Pieces by modern composers.

Intermediate—Czerny. Op. 821–(160 Short Exercises for technical development). Sonatinas by Kuhlau, Clementi, etc. Easy Sonatas by Mozart, Haydn, and Beethoven. Little Preludes and Fugues by Bach, Heller's Etudes for rhythm and expression. Pieces by standard composers.

Diploma and Degree—Compositions by Bach, Chopin, Schumann, and modern composers. Beethoven Sonatas. Etudes by Chopin and Liszt. Concertos. Concert pieces by Mozart, Beethoven, Mendelssohn, Liszt, Rubinstein, Grieg.

VIOLIN

Miss Ewart

A thorough course of instruction on the violin is provided in this department. In addition to individual instruction the pupil will be required to make a study of and play in String Trios, Quartets, and Orchesta. The outlined theoretical work is required for graduation.

Preparatory—Wohlfart Elementary Violin School. Duets by Pleyel. Hermann Violin School, Book 1. Easy solos in first position.

Intermediate—Wohlfart Etudes. Kayser Etudes. Schradieck Finger Exercises. Etudes by Meerts. Solos to suit needs.

Graduate—Etudes by Kreutzer, Fiorillo, Rode, etc. David scales. Casorti Bow Etudes, Concertos by Viotti, De Beriot, and miscellaneous solos.

VOICE

Professor Bailey

The course of instruction in voice as applied to grades can only in the most general way indicate the system of training to which the student will be subjected. "Vocalises" by Concone, Panofka, Marchesi, Vaccai, and other composers are used; yet it may be said that the method used is based on the Italian, French, German, and American schools of training the voice. It is maintained that this training will develop the correctly placed voice so that the pupil can produce with equal ease and firmness and an even quality all tones from the lowest to the highest. From this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto", or beautiful singing.

Correct breathing, correct position in singing, and the mechanism of the voice is explained as far as necessary along with special attention to the needs of each individual. Exercises, studies, and songs are carefully selected according to the requirements of each voice.

Study will be made of the interpretation of Arias, Songs, and Ballads from the best of the Old and Modern Schools, with strict attention to phrasing, enunciating, and rhythm.

For the Diploma or Degree in vocal music, the pupil must complete the Course in Harmony, Theory, and History of Music, and must also complete the intermediate course in Instrumental music.

THE NORMAL TRAINING COURSE

Miss Finley

Two years' training in this course is required for a full teacher's certificate. Children between the ages of seven and twelve who have never studied music are enrolled in the Normal children's classes and are taught twice a week by Junior and Senior students desiring a teacher's certificate. The work is outlined by the head of the department, who supervises the teaching, selects the music to be taught, and who lectures once a week on Musical Pedagogy. This is one of the few schools in the Northwest offering such a course.

The children are given one lesson of thirty minutes duration for individual piano work, and one forty-five minute class lesson each week. The class lesson consists of table work, elementary training in Intervals, Chords and Scale Building, and Ear Training. The piano lesson consists of New England Conservatory, Book I, and Home Study Book by Mrs. Crosby Adams for the first year lessons. Sonatinas by Kuhlau, Clementi, etc., are used in the second year classes. Pieces by Hannah Smith, Nettie Ellsworth, Edith Prynn Hall, Gurlitt, the easier pieces from the Schumann Album for the Young, etc., as well as Ensemble work are studied during the two years. At the end of each semester, a public recital is given by the children. Anyone wishing to teach will find this Department a very great help.

In addition to these courses, the following courses in Theory and History of Music must be taken, if the student is working for a certificate or diploma.

THEORY

First Year—Ear Training, Intervals, Scales, Chords, Chord Progressions.
Second Year—Harmony.
Third Year—Analysis of musical form.
Fourth Year—Counterpoint.

HISTORY OF MUSIC

Ancient and Mediaeval Music. Polyphonic Music and the Various Schools of Polyphonic Music. The Rise of Dramatic and Instrumental Music, etc. Text Book used is F. Fillmore. *Two semesters. Two hours.*

REQUIREMENTS FOR GRADUATION

Diplomas are awarded by the Board of Trustees to those students who complete the above outlined Courses of Instruction to the satisfaction of the Examiners of the School of Music and who are recommended for graduation by the Faculty of the College. Beginners in any branch of music must complete the Preparatory, Intermediate, and Graduate Courses in order to receive a diploma. Advanced students who enter the School of Music may receive a diploma in one or two years, at the discretion of the faculty.

Teachers' Certificates are granted by the Board of Trustees on recommendation of the Faculty of the College and the Examiners of the School of Music to those students who have satisfactorily completed the work of the Normal Training Department, in addition to the work required for the diploma.

Beginners who are working for a certificate must complete a two years' course in the Normal Training Department, in addition to the work required for a diploma. Advanced students may secure a certificate after one year's work in the Normal Training Department.

WOOD-WIND AND BRASS INSTRUMENTS

Mr. Christensen

Instruction on the Flute, Piccolo, Clarinet, Bassoon, Mellophone, French Horn, Valve-Trombone, and Slide-Trombone is given.

PUBLIC SCHOOL MUSIC

Mrs. Walker

A course in Public School Music is quite necessary for one who wishes to become an instructor and supervisor of music in public schools. Each year our public schools are offering more work in music and the demand for teachers is increasing. The following course is outlined with a view to giving students a practical training in this important branch of music:

Notation
Solmization
Interval-drills
Rhythm
Vocalization
Ear training
Transposing
Two- and three-part singing
Enunciation
Rote-songs
Scale-structure
Principles of harmony

THEORY

Ear Training—1. Training of Ear for Tone Perception. 2. Study of Intervals. 3. Scale and Chord Formation. 4. Beginning of Chord Progression.

Harmony—Text Book used is Chadwick's. The work covers one and one-half years. The last half of the second year is spent in Analysis of Harmonic Construction of Compositions by standard composers. *Elective to Juniors and Seniors in the College. Two semesters. Two hours.*

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis of classic and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, perceptions of sounds, overtones, rhythm, notation and figure treatment. Text Book used is Elson's Theory of Music. *Elective to Juniors and Seniors in the College. Two semesters. One hour.*

REGULAR COURSES IN MUSIC

These courses are arranged with a view to enable the student to become an accomplished musician. The piano is adopted as the basis of study. The piano will be a minor study for all students who want to make Voice, Violin, or Cello their specialty.

All those who want to make music their profession should take these courses. Violin, piano, voice, cello, lessons, when taken as majors are given in private lessons of thirty minutes each twice a week; when taken as minors they are given in private lessons of thirty minutes each once a week. All other branches are taught in full classes.

EXPRESSION DEPARTMENT

Miss Brady

The aim of the School of Expression is to provide such requirements as will enable the students under the most favorable circumstances and within a reasonable length of time to test their powers and prepare for their profession. As it is true that the most perfect reader is the most perfect actor, it is through this course that the fixed and stiff elocutionist may be converted into the easy, natural reader of today.

The Following Work is Given WITHOUT TUITION CHARGES to all Regular Students of the School of Music.

Ensemble Work—For four hands on one piano and two pianos; for four and eight hands on two pianos; Violin and Piano; Violin, Cello, and Piano; Voice, Violin, and Piano; String-Quartets, etc.

Orchestra—All students sufficiently advanced are asked to join the orchestra for study and performance of works for string, and full orchestra.

Artist Recitals—Each year pupils are privileged to hear artists of great reputation and ability who appear in Huron under the patronage of special organizations or the faculty of the School of Music.

Choral Union—The Choral Union enrolls a large membership and is doing thorough and inspiring work. The organization is open to all students of the college and citizens of Huron. Students should plan to join the Union and to receive from it the benefits of good choral training. The Union studies and presents in concert Standard Choral Works and Oratorios.

Choir—Mr. Bailey is director of a large chorus in one of the principal churches of the city, to which students of sufficient proficiency are admitted. The choir sings regularly on Sunday mornings and evenings and during the year several musical services are given. During the past year the choir presented Gaul's *Holy City* and Stainer's *Crucifixion.*

Girls' Glee Club—A young women's glee club is maintained and is doing good work under the direction of Miss Deming. Membership in this club is open to all young ladies of the college but is limited as to number. The club appears in concerts and at various college functions.

Student Recitals—Short, informal recitals are given regularly by the students in the college auditorium. The purpose of such frequent appearance is to make the pupils as free from self-consciousness as possible. Occasional evening recitals which are open to the public are given by the more advanced students.

Faculty Recitals—Occasional recitals are given by different members of the faculty throughout the year, to which the public is invited and which the students are urged to attend.

TUITION

For Private Instruction (Half-hour lessons)	Per Semester One lesson a week	Per Semester Two lessons a week
Voice	$24.00	40.00
Voice	18.00	30.00
Piano	22.00	35.00
Piano	18.00	30.00
Piano	15.00	25.00
Violin, Viola, Cello, etc.	18.00	30.00
Flute, Clarinet, etc.	18.00	30.00
Cornet, Trombone, etc.	18.00	30.00
Theory, History of Music	18.00	30.00
Public School Music	18.00	30.00
Expression	18.00	30.00

In Classes of Three or More

(One hour lessons)

Theory or History of Music	$15.00
Public School Music	15.00
Violin for Children	10.00
Normal Training Piano Department for Children	10.00
Expression	15.00
Children's Class in Expression (Saturday Morning)	7.00

OTHER FEES

	Per semester
Piano Rental for Practice:	
—One period per day	$ 5.00
—Two periods per day	8.00
—For each additional hour	2.00
Room Rent in the Voorhees Dormitory (for girls)	20.00
Table Board, about $3.75 per week	67.50
Laundry, about	8.00
Books, including sheet music from $3 to $6	5.00
*Students' Association Fee ($5 per year or)	3.00

*Students not rooming in the dormitory, who enroll for not more than two lessons per week, if they do not desire to take advantage of the special privileges provided for by payment of the full fee of $3 per semester to The Students' Association, may pay a contingent fee of $1 per semester in lieu of the regular fee.

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work, will have the privilege of paying according to the following schedule, provided that the charge made for any semester registration shall not be less than five dollars.

$1.50 per lesson from teachers whose semester rate is	$22 to $24
$1.25 per lesson from teachers whose semester rate is	18
$1.00 per lesson from teachers whose semester rate is	15

SUGGESTIONS AND REGULATIONS

1. It is advisable that students take two lessons per week, as this insures more rapid progress in their studies.

2. Lessons missed by pupils or those falling on holidays or vacations, or on days or periods of days on which the college is closed, will not be made up under any consideration, sickness of two weeks or more being the only exception, unless proper arrangement is made with the teacher at least twenty-four hours in advance.

3. Students discontinuing their work during the semester will be charged the single lesson rate.

4. All voice-students are invited to sing in the chorus, which will meet once a week.

5. All students studying orchestra or band instruments have the opportunity to play in such organizations.

6. All lessons in the School of Music will be given by the semester, the semesters in this department being identical with those of the other departments. Private lessons of thirty minutes each will be given in Voice, on the Piano, Violin, and other instruments. Class lessons in the Theoretical Subjects, Public School Music, Drawing, and other subjects will be one hour each.

7. Arrangements relating to the assignment of work, changing of lesson hours, piano practice, and similar matters should be made with the Director of Music.

8. All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. All financial arrangements should be made with the Treasurer **before** the student begins work.

Degrees Conferred

June, 1917

IN COURSE

Wilma Margarite Bliss, B. S.
Marietta McCabe Dean, B. S.
Crystal Blanch Elliott, B. S.
Margaret Roe Granger, B. S.
Ruth Elizabeth Henning, A. B.
Etha Parks King, B. S.
Alta Ruth Lindsey, A. B.
Isabelle Sutherland Miner, B. S.
Albert L. McMillan, B. S.
Elizabeth Purves, A. B.
Edward Henry Richter, B. S.
George Wesley Roberts, A. B.
William Alun Roberts, A.B.
Dorothy Rossman, A. B.
Esther Rowe, B S.
Julia Vera Russell, A. B.
Joseph Ernest Schoof, B. S.

Departmental Graduates

June, 1917

ACADEMY

Myrtle Pyabia Boesl
Rachel Irene Blakely
Ruth May Genung
Charles Bezaleel Gilchrist
Alice Marion Gunn
Marguerite Sylvia Hansen
Louie H. Krueger
May Alice McCarthy
Lillie Sheffer
Galen Emerson Timberman

COMMERCIAL

Shorthand

Cordelia Ruth Clow
Ethelyn Ilione Foley
Emma Elizabeth Fritts
Anna Frost
Mildred Grotness
Lois Belle Lawler
Lillian Maxine Padesky
Alma Bernice Reick
Hildegard A. Rother
Mrs. Nellie May Tam
Marguerite Tucker

Accounting

James Carroll Borah
Frank Chancellor Clegg
Pearl Myrtle Fogelsong
Keith Henry Holton

MUSIC

Certificate in Expression

Sarah Jean Brady
Mary Katherine Farrell

Certificate in Piano Normal

Eula Manwaring

COMMENCEMENT ORATORS

June, 1917

"The Foreign Policy of the United States"	Albert L. McMillan
"College and Culture"	Crystal Blanche Elliott

Note—In the public exercises of commencement day, the graduating class is represented by two orators chosen by the class from a list nominated by the faculty.

PRIZES AWARDED

1916-1917

The F. H. Kent Prize in Oratory

1. Jean Brady
2. Emil Utterback

The Charles E. De Land Prize in Oratory

1. Albert L. McMillan

The Thomas Maynard Prizes in Declamation

1. Marjorie Urquhart
2. Hildegard Rother

1913 Class Prize in Debate

1. Emil Utterback

Smith Extemporaneous Speaking Trophy

1. Emil Utterback

The Robert C. Gibbs Prize for Scholarship

1. Alma Lundman

COLLEGE DEBATERS

1916-1917

Mitchell at Mitchell: Emil Utterback, Albert McMillan, Walter Voigt
Sioux Falls at Huron: George Longstaff, Francis Ice, Wilbur Meigs.
Dakota Wesleyan at Huron: Mettie Dean, Dephane Hammond, Nancie Hannum.
Morningside at Sioux City: Jean Brady, Mary Farrell, Marjorie Urquhart.

List of Students

1916-1917

(The numbers refer to the bound volume of registrations)

College

SENIORS

340.	Boe, Christian Jorgen	Presho
165.	Brady, Sarah Jean	Huron
187.	Farrell, Mary Katherine	Huron
194.	Geiger, Nellie Elizabeth	Huron
405.	Guernsey, Grace Darline	Pierre
202.	Hagen, Isaiah Oscar	Huron
203.	Hagen, Mabel Margret	Huron
207.	Hammond, Dephane Delphine	Iroquois
215.	Hogan, Ruth	Huron
220.	Ice, Francis Worthington	Isle, Minnesota
243.	Lundman, Alma Theresa	Groton
248.	Manwaring, Eula	Huron
285.	Rogers, Mildred Kate	Wessington
353.	Stumley, Emma Augusta	Volga
376.	Voigt, Carl Emil	Aberdeen
317.	Wagner, Clarence Edward	(16)Huron

JUNIORS

155.	Babbitt, Ross M	Huron
192.	Gascoigne, Claude C	Huron
195.	Given, Harold W	Huron
227.	Jones, Hazel Beatrice	Midland
256.	Mauch, Margaret Evelyn	Hetland
350.	Mickelson, Anna Gurine	Sisseton
260.	Moyer, Carl E	Miller
267.	McMurchie, Donald Clement	Centerville
272.	Pasek, Joseph Edwin	Bristow, Neb.
296.	Smith, Mildred Marjorie	Huron
342.	Starr, Ella	Osage, Iowa
312.	Utterback, William Emil	Huron
313.	Vandervoort, Gertrude Marie	(13) Huron

SOPHOMORES

162.	Blake, Marion Nellie	Huron
333.	Bloemendaal, John Garrit	Clear Lake
166.	Brown, Frances Lorraine	Pierre
171.	Carroll, Hattie Elizabeth	Huron
173.	Coquillette, Marie	Miller
413.	DeBoer, Hilda E.	Pollock

181.	Dickinson, Consuelo Margaret	Huron
183.	Dudley, William Ewart	Princeton, Illinois
191.	Frost, Oscar	Huron
197.	Griffith, William Hugh	Huron
210.	Hannum, Nancie Jane	Huron
212.	Harris, Mary Elizabeth	Wessington
213.	Hays, Gladys	Armstrong, Iowa
214.	Hoffman, Harry Merwin	Huron
347.	Holton, Keith Henry	Huron
225.	Johnson, Laura Westcott	Hot Springs
226.	Johnston, Laura Agnes	Faulkton
235.	Laughlin, Mary Irene	Huron
238.	Light, Mary Elizabeth	Huron
247.	Mann, Gladys Wilhelmina	Huron
249.	Manwaring, Mildred A.	Alpena
351.	McKay, Neil Scott	Huron
373.	McVey, Mary Ethel	Highmore
382.	Newman, Harold John	Cavour
270.	Owen, Helen Gould	Allen
274.	Potter, James Keith	Huron
280	Reese, Mildred Claire	Huron
366.	Saunderson, George Clare	Huron
298.	Stemme, Robert	Chicago, Ill.
304.	Tait, Frances Agnes	Huron
306	Thomson, Charles Merle	Miller
311.	Urquhart, Marjorie Maude	Huron
316.	Voigt, Walter Leonard	Aberdeen
318.	Wallace, Pearl E.	Britton
321.	Whaley, Hiram Cleworth	Flandreau
325.	Williams, John Raymond	(36)Wautauga

FRESHMEN

153.	Anderson, Ethel Marie	Alpena
157.	Bandy, James Ross	Huron
158.	Bangs, Murel Lewis	Huron
160.	Behrens, Carl Fredrick	Bryant
161.	Birks, Ellen Elaine	Huron
167.	Brown, Henry Dulost	Iroquois
170.	Carey, Edith Marie	Scotland
419.	Chandler, Stella C	Lane
328.	DeBoer, William T	Pollock
188.	Fawcett, Mark	Sidney, Mont.
189.	Flint, Edna	St. Lawrence
334.	Gilman, Albert Franklin	Huron
196.	Granger, Mary Adelaide Roe	Aberdeen
201.	Hagen, Electa	Huron

205.	Hager, Edward Everette	Scotland
211.	Harper,Claudia	Wolsey
393.	Hinrichs, Martha Cathryn	Claremont
217.	Hughes, Olwen Viola	Aberdeen
223.	Jacobsen, Dorothy	Pierre
222.	Jaehn, Alfred Clarence	Huron
221.	Jamieson, Persis Ruby	Aberdeen
228.	Jones, Ralph Newton	Huron
240.	Lloyd, Buford	Platte
244.	Lundman, Amelia Anna	Groton
341.	Martin, C. Arthur	Swanington, Ill.
257.	May, Harriet Laurel	Lane
258.	Meyers, Albert Ray	Huron
261.	Mueller, Esther	Faulkton
262.	Musch, Arthur Charles	Mellette
265.	McIlvaine, Evelyn	Huron
266.	McMillan, Golda Eugenia	Alpena
279.	Randall, Lester Samuel	Huron
352.	Ray, Ulysses Jay	Huron
364.	Russell, Eldon	Huron
288.	Sabin, Alfred Buell	Academy
289.	Sabin, Kate Leith	Academy
292.	Schroeder, Harold Lee	Miller
295.	Simpson, Mary Eleanor	Huron
424.	Styer, Cornelius William	Huron
299.	Sunderman, Emma F.	Huron
306.	Thompson, Marian Elsie	Knoll
310.	Urquhart, Donald Fredrick	Huron
314.	Vandervoort, Louise	Huron
315.	Vogel, Charles Joseph	Perham, Minn.
319.	Washburn, Ruby	Revillo
320.	West, Charles Pierce	Huron
322.	Whitelaw, Margaret Babbitt	(47) Carthage

Academy

FOURTH YEAR STUDENTS

396.	Allingham, William H	Huron
176.	Culver Edith Ethel	Cavour
178.	Davies, Sarah Alice	Huron
179.	Davis, John Arthur	Huron
209.	Hampel, Ruth Elizabeth	Faith
232.	Kreiman, Lucy	Hitchcock
239.	Lindsey, Mervin Edwin	Allen
275.	Price, Carl Ramon	Hitchcock
286	Russell, Elizabeth Martha	Philip
287.	Saathoff, Joseph Herre	Trenton, Ill.

300.	Sutton, Elsie Naper	Laurel
302.	Sutton, Jeanie Elizabeth	Laurel
303.	Sutton, John Edwin	Laurel
307.	Thurston, Edna Olive	Cavour
308.	Thurston, Everett John	Cavour
104	Williams, Curtis Roy	(16) Wolsey

THIRD YEAR STUDENTS

182.	Dixon, Harry M	Hitchcock
345.	Elmer, Isabella Williams	Fedora
208.	Hampel, Kathryn Margret	Faith
246	Madsen, Florence	Carpenter
264.	McEachran, Frances Marie	Hamill
268.	Noe, Luther	Wessington
283.	Ripley, Marguerite Lambie	Forest City
284.	Ripley, Maude Napier	(8)Forest City

SECOND YEAR STUDENTS

159.	Beck, Louise Anna	Huron
168.	Buckles, Garnette Imoe	Hoover
232.	Kreiman, Alvin Arthur	Hitchcock
236.	Launspach, John Alexander	Red Owl
301.	Sutton, James Henry	Laurel
309.	Tschetter, Joseph S.	(6) Yale

FIRST YEAR STUDENTS

344.	Bullock, Mary Katherine	Volga
180.	Davis, Margaret Dorothea	Huron
331.	Kleinsasser, Anna	Carpenter
337.	Gilman, Gertrude Marcelle	Huron
241.	Lockwood, Mary Bessie	Huron
242.	Lockwood, Pearl Ida	Huron
362.	McCreery, Lottice Bernice	Huron
403.	Manley, James Kenneth	Harrold
383.	Nordlund, Ralph Theodore	DeSmet
289.	O'Neill, Joseph	Woonsocket
331.	Tschetter, David S.	Yale
384.	Walton, Dorothy Janet	Huron
354.	Wharton, Robert Wayne	St. Lawrence
326.	Zumbrunnen, Louise Susanna	(14) Carthage

Business College

ACCOUNTING

177.	Dahl, Ella Marie	Huron
248.	Light, William Henry	Huron

406.	Lowe, William D.	Cavour
402.	Ostland, Earl	Wolsey
294.	Shultner, Mrs. Vera Vey	Huron
407.	Smith, Carleton Banks	Huron
411.	Starr, Hugh Francis	Osage, Iowa
331.	Tschetter, David S.	(8) Yale

SHORTHAND

156.	Bakeman, Harriet	Huron
390.	Bloodgood, Lavancia	Huron
164.	Boon, Eva Leona	Huron
172.	Christensen, Inga Mary	Huron
174.	Cook, Pearl Louise	Carthage
175.	Cox, Lucy Pearl	Huron
184.	Dwiggins, Grace Olive	Huron
185.	Ebert, Mabel Marie	Huron
190.	Flint, Emily I.	St. Lawrence
193.	Gascoigne, Mabel Anne	Huron
356.	Giard, Ruth	Huron
346.	Griffin, Pearl	LaCross, Wisconsin
198.	Gunderson, Christine E.	Huron
200.	Haas, Hattie Margret	Huron
330.	Hart, Hazel Marie	Huron
219.	Huntwork, Myrtle Luella	Huron
221.	Jamieson, Persis Ruby	Aberdeen
224.	Johnson, Elizabeth Nima	Esmond
237.	Lent, Gail Alice	Wilmot
327.	Miller, Ethel	New Underwood
349.	Martin, Ella Marie	Huron
363.	Ohm, Vera Leah	Huron
408.	Peterson, Ida N	Minneapolis, Minn.
417.	Pulse, Florence G.	Platte
276.	Purdum, Lila Charlotte	Marmarth, N. Dak.
277.	Quale, Anna C	Huron
278.	Quale, Esther	Huron
282.	Riggle, Mary Elizabeth	Bridgewater
409.	Rusch, Louise	Osceola
290.	Sager, Lillie Zelma	Huron
377.	Timberman, Lois Ilene	(31) Huron

Music

VOICE

157.	Bandy, James Ross	Huron
162.	Blake, Marion Nellie	Huron

163.	Bliss, Wilma M.	Huron
165.	Brady, Sarah Jean	Huron
166.	Brown, Frances Lorraine	Pierre
171.	Carroll, Hattie Elizabeth	Huron
170.	Cary, Edith Marie,	Scotland
179.	Davis, John Arthur	Huron
180.	Davis, Margaret Dorothea	Huron
181	Dickinson, Consuelo	Huron
185.	Ebert, Mabel	Huron
187.	Farrell, Mary Katherine	Huron
334.	Gilman, Albert Franklin	Huron
196.	Granger, Mary Adelaide Roe	Aberdeen
206.	Hager, Mrs. Effie Viola	Scotland
213.	Hays, Gladys	Armstrong, Iowa
393.	Hinrichs, Martha Cathryn	Claremont
217.	Hughes, Olwen Viola	Aberdeen
394.	Jeffers, Winnie F	Esmond
371.	Kuehn, Frank G. W	Huron
234.	Larson, Effie Myrtle	Arlington
246	Madsen, Florence	Carpenter
257.	May, Harriet Laurel	Lane
379.	Montgomery, Dorothy L. V	Huron
263.	Murphy, Blanch U	Huron
262.	Musch, Arthur Charles	Mellette
266.	McMillan, Golda Eugenia	Alpena
373.	McVey, Mary Ethel	Highmore
272.	Pasek, Joseph Edwin	Bristow, Neb
374.	Pipal, Blanche	Academy
375.	Pipal, M. Rose	Academy
285.	Rogers, Mildred	Wessington
2 9.	Sabin, Kate Leith	Academy
285.	Simpson, Mary Eleanor	Huro
296.	Smith, Mildred Marjorie	Huro
301.	Sutton, James Henry	Laure
307.	Thurston. Edna Olive	Cavou
311.	Urquhart, Marjorie Maude	Huro
313.	Vandervoort, Gertrude Marie	Huro
316.	Voigt, Walter Lennard	Aberdee
418.	Wagner, Marie	Huro
322.	Whitelaw, Margaret Babbitt	(42) Carthag

PIANO

343.	Ackerman, Lenita	Huro
152.	Anderson, Emma	Huro

153.	Anderson, Ethel	Alpena
355.	Andrew, Ruth	Huron
162.	Blake, Marion Nellie	Huron
163.	Bliss, Wilma M	Huron
166.	Brown, Frances Lorraine	Pierre
168.	Buckles, Garnette	Hoover
169.	Burger, Mildred Rhea	Woonsocket
171.	Carroll, Harriet E	Huron
335.	Challacombe, Rosalie	Huron
412.	Coshun, Margaret	Huron
178	Davies, Sarah	Huron
180.	Davis, Margaret	Huron
329.	Dexter, Clifford	Huron
421.	Dike, Edwin	Huron
186.	Edwards, Cecil	Huron
423.	Erstad, Ruth	Huron
187.	Farrell, Mary	Huron
190.	Flint, Emily	St. Lawrence
391.	Gardner, Irene	Esmond
201.	Hagen, Electa	Huron
203.	Hagen, Mabel	Huron
204.	Hagen, Mary	Huron
206.	Hager, Mrs. Effie	Scotland
212.	Harris, Mary	Wessington
213.	Hays, Gladys	Armstrong, Iowa
393.	Hinrichs, Martha	Claremont
389.	Holton, Jessie	Huron
347.	Holton, Keith	Huron
216.	Howard, Mildred	Willow Lake
217.	Hughes, Olwen Viola	Aberdeen
218.	Hunt, Genevieve	Huron
223.	Jacobsen, Dorothy	Pierre
226.	Johnston, Laura	Faulkton
228.	Jones, Ralph	Huron
229.	Kingdon, Robert	Huron
230.	Kingdon, Ruth	Huron
231.	Kleinsasser, Anna	Carpenter
358.	Kurtz, Hazel	Huron
233.	Kyes, Bernal	Huron
234.	Larson, Effie	Arlington
235.	Laughlin, Mary Irene	Huron
359.	Launspach, Alberta	Huron
361.	Lindsey, Ruby	Huron
248.	Manwaring, Eula	Huron
250.	Mason, Gertrude	Huron

250.	Mason, Margaret	Huron
252.	Matejka, Alice	Huron
254.	Matejka, Sylvia	Huron
255.	Matson, Carrie	Huron
256.	Mauch, Margaret	Hetland
257.	May, Harriet	Lane
259.	Mills, Winnifred	Huron
379.	Montgomery, Dorothy	Huron
260.	Moyer, Carl E.	Miller
263.	Murphy, Blanche U.	Huron
262.	Musch, Arthur	Mellette
362.	McCreery, Lottice	Huron
264.	McEachran, Frances	Hamill
265.	McIlvaine, Evelyn	Huron
410.	McKay, Catherine	Huron
382.	Newman, Harold	Cavour
383.	Nordlund, Ralph Theodore	DeSmet
270.	Owen, Helen Gould	Allen
271.	Parrish, Mabel	Tulare
374.	Pipal, Blanche	Academy
279.	Randall, Lester	Huron
281.	Richards, Thelma	Huron
283.	Ripley, Margurite	Forest City
291.	Schaller, Genevieve	Huron
293.	Seaton, Frances	Huron
297.	Smith, Olga	Huron
300.	Sutton, Elsie Napier	Laurel
307.	Thurston, Edna Olive	Cavour
425.	Wahlgren, Lawrence	Huron
318.	Wallace, Pearl	Britton
367.	Warner, Ruth	Huron
354.	Wharton, Wayne	St. Lawrence
323.	Weiner, Florence	Arthur, Iowa
326.	Zumbrunnen, Louise (81)	Carthage

NORMAL PIANO

368.	Anderson, Alice	Huron
336.	Chamberlain, Joyce	Huron
378.	Christenson, Marie	Huron
380.	Collins, Bessie	Huron
414.	Duhigg, Vera Ellan	Huron
422.	Erstad, Doris	Huron
398.	Frost, John	Huron
399.	Frost, Maxine	Huron
338.	Grady, Daisy	Huron
199.	Gustafson, Lyall	Huron
357.	Hanson, Iola	Huron

229.	Kingdon, Robert		Huron
230.	Kingdon, Ruth		Huron
233.	Kyes, Bernal		Huron
359.	Launspach, Alberta		Huron
361.	Lindsey, Ruby		Huron
372.	Loyd, Wanda		Huron
381.	Martin, Norma		Huron
416.	Murray, Marjorie		Huron
365.	Russell, Milton		Huron
426.	Utterback, Christine	(21)	Huron

VIOLIN

154	Anderson, Walter Wlford		Huron
166	Brown, Frances Lorraine		Huron
387	Cooley, Ruth		Huron
173	Coquillette, Marie		Miller
202	Hagen, Isaiah Oscar		Huron
392	Halpern, Joseph		Huron
415	Issenhuth, Haskell		Huron
253	Matejka, Clara		Huron
273	Pfeffer, Frederick Dilmus		Huron
339	Roberts, Irene		Huron
331	Tschetter, David	(11)	Yale

CELLO

252	Matejka, Alice		Huron
267	McMurchie, Donald	(2)	Centerville

PUBLIC SCHOOL MUSIC

171	Carroll, Harriet Elizabeth		Huron
213	Hays, Gladys		Armstrong, Iowa
216	Howard, Mildred		Willow Lake
235	Laughlin, Mary Irene		Huron
257	May, Harriet		Lane
374	Pipal, Blanche	(6)	Academy

HARMONY

163	Bliss, Wilma M.		Huron
166	Brown, Frances Lorraine		Pierre
171	Carroll, Harriet Elizabeth		Huron
187	Farrell, Mary Katherine		Huron
213	Hays, Gladys		Armstrong, Iowa
347	Holton, Keith		Huron
370	Hoskins, Lois		Huron

216	Howard, Mildred		Willow Lake
223	Jacobsen, Dorothy		Pierre
234	Larson, Effie		Arlington
248	Manwaring, Eula		Huron
257	May, Harriet		Lane
379	Montgomery Dorothy		Huron
262	Musch, Arthur		Mellette
265	McIlvaine, Evelyn		Huron
271	Parrish, Mable		Tulare
326	Zumbrunnen, Louise	(18)	Carthage

HISTORY OF MUSIC

187	Farrell, Mary Katherine		Huron
216	Howard, Mildred		Willow Lake
248	Manwaring, Eula		Huron
265	McIlvaine, Evelyn	(4)	Huron

THEORY

187	Farrell, Mary Katherine	(1)	Huron

EXPRESSION

Private Work

397	Carlson, Dorothy		Huron
174	Cook, Pearl Louise		Carthage
176	Culver, Edith		Cavour
251	Mason, Margaret		Huron
395	Styles, Ardilla	(5)	Brentford

Class Work

420	Bangs, Blanche		Huron
385	Birks, Maria		Huron
386	Clark, Ruth		Huron
438	Fuglesang, Caroline		Huron
400	Gascoigne, Dorothy		Huron
369	Helm, Mable		Huron
369	Leepy, Frances		Huron
238	Light, Mary		Huron
401	Rafferty, Mamie		Huron
404	Rice, Bessie Fern		Huron
284	Ripley, Maud	(11)	Forest City

1917 SUMMER SCHOOL STUDENTS

139	Alley, Hazel	Huron
1	Anderson, Mabel	Huron
2	Baker, Edna M.	Hawarden, Iowa
3	Baker, Margaret	Hawarden, Iowa
4	Baum, Elsa	Huron
5	Bell, Mary	Huron
135	Blake, Marion Nellie	Huron
126	Bliss, Wilma M.	Huron
6	Bloodgood, Effie	Huron
7	Boesl, Myrtle	Allen
130	Borgeson, Ellen	Willow Lake
8	Brown, Jessie J.	Iroquois
9	Buss, Lillie	Rockham
107	Carroll, Harriet	Huron
10	Carson, Harriet I.	Huron
108	Challacombe, Rosalie	Huron
148	Chandler, Ruth	De Smet
123	Congdon, Marie	Cheyenne Agcy.
147	Culver, Laura	Cavour
11	Davies, Sarah A.	Huron
143	Dean, Esther	Huron
12	Deeg, Averil V.	Huron
13	Dobson, Ida Jane	Carthage
14	Drake, Harriet H.	Huron
15	Engel, Emma	Iroquois
16	Erickson, Hilda	Sisseton
17	Fagehus, S. Victoria	Osceola
18	Flom, Irene	Midland
127	Foasberg, Katherine	Huron
19	Friemark, Hilda	St. Lawrence
20	Furman, Louise	Miller
21	Gamble, Edith	Parker
22	Gardner, Helen	Huron
109	Given, Harold W.	Huron
23	Groom, Della	Des Moines, Iowa
24	Grover, Mae	Sisseton
25	Gunderson, Clara	Huron
26	Gunn, Alice M.	Huron
146	Haffner, Caroline	Huron
27	Hageman, Esther M.	Bancroft
28	Hamlin, Mabel	Broadland
29	Hanley, Marcella	Broadland
30	Hannum, Nancie Jane	Huron
31	Hansen, Margaret	Woonsocket
32	Hanson, Marguerite	Kadoka
110	Harper, Claudia	Wolsey
33	Hart, Grace H.	Bradley
34	Hartwell, Alice	Pierre
35	Hayenga, Vera	Melham
36	Hays, Gladys	Armstrong, Iowa

125	Holton, Verl	Huron
37	Hoskins, Lois	Huron
111	Huntley, Harvey	Huron
38	Hutchinson, Amy L.	Huron
39	Jenner, Carrie	St. Lawrence
40	Joseph, Helen	Huron
41	Kellian, Elsie A.	Powell
42	Kelley, Lillian A.	Miller
131	Keller, Ruby B.	Manchester
112	Kerr, Tossie	Virgil
137	Kingdon, Robert	Huron
138	Kingdon, Ruth	Huron
43	Kinyon, Grace	Danforth
44	Kirk, Beth	Huron
45	Kreiman, Lucy S.	Hitchcock
46	Kroning, Anna	Tulare
47	Krull, Sara C.	Harrold
48	Lance, Ida Josephine	Lake Preston
49	Larson, Esther M.	Huron
142	Laughlin, Mary Irene	Huron
128	Lessenberry, D. D.	Glassgow, Ky.
50	Lindsey, John H.	Allen
51	Lloyd, Bryan W.	Huron
52	Loyd, Wanda	Huron
53	Lundman, Amelia	Groton
113	Lyon, Dora	Huron
140	Manwaring, Eula	Huron
114	Matejka, Alice	Huron
115	Matejka, Sylvia	Huron
132	Markey, Clarence	Huron
54	Matson, Carrie	Huron
55	Moore, Emma G.	Mineral, Ill.
150	May, Gertrude	Lane
151	Mees, Julia	Alpena
56	Morrissey, Zazel	Huron
57	Moyer, Carl E.	Miller
144	Murphy, Blanche	Huron
58	Myers, Lily M.	Miller
59	McCardle, Mary J.	Alpena
60	McDonald, Esther	Huron
61	McIlvaine, Evelyn	Huron
62	McKay, Catherine	Huron
63	Neeman, Sylvia	Wolsey
64	Ohm, Lucile	Huron
65	O'Neal, Lizzie May	Wolsey
66	Palmer, May	Huron
67	Pasek, J. Edwin	Bristow, Neb.
134	Pier, Leonora	Huron
129	Place, Hattie	Forsyth, Mont.
124	Plummer, Ruth	Huron
68	Price, Margaret	Huron

69	Pritzkau, Elsie	Mitchell
70	Purves, Elizabeth	Tracy, Minn.
71	Radcliffe, Rose	Wolsey
72	Rand, Jessie M.	Huron
73	Reed, Mamie A.	Huron
74	Reese, Zella	Huron
141	Reiber, Isabel M.	Groton
75	Renner, Vivian E.	Miller
145	Resler, Joanna	Wessington
133	Reynolds, Garrett	Tyler, Minn.
76	Richards, Josephine	Huron
77	Richards, Thelma	Huron
148	Richner, Mae	Rogers, Minn.
78	Rodne, Selma	Hitchcock
79	Robinson, Clara	Rockham
80	Roll, Mrs. Julia	Lawrence, Iowa
81	Russell, Elizabeth	Philip
136	Russell, Grace	Midland
82	Russell, Ruth M.	Midland
83	Severson, Esther	Lake Preston
116	Sharp, Birdelle	Goodwin
84	Shores, Mabel	St. Lawrence
85	Shultner, Vera V.	Huron
117	Smiley, Wilda	Garland
86	Smith, Fred	Miller
118	Smith, Olga	Huron
87	Snoderly, Ruby E.	Bailey
88	Starr, Ella	Osage, Iowa
89	Stemme, Robert	Chicago, Ill.
90	Stephens, Gladys	Iroquois
119	Stevenson, William	Broadland
91	Stransky, Vina	Huron
92	Stratton, Dale	Miller
93	Swab, Grace E.	St. Lawrence
94	Swartz, Bertice E.	Hitchcock
95	Tait, Frances A.	Huron
96	Thompson, Nora	Sisseton
97	Thompson, Elsie	Pierre
98	Timberman, Lois	Huron
99	Timberman, Galen	Huron
120	Trumble, Delta	Okobojo
121	Urquhart, Helen	Huron
100	Urquhart, Marjorie	Huron
101	VanArsdale, Lucy	Huron
102	VanZee, Marie A.	St. Lawrence
103	Waldner, Joseph	Huron
104	Walton, Muriel	Hitchcock
122	Wangness, Ellen C.	Miller
105	West, Charles P.	Huron
106	Winter, W. J. (151)	Huron

Summary for 1917-1918

COLLEGE

Seniors	16		
Juniors	13		
Sophomores	36		
Freshmen	47		
		112	

ACADEMY

Fourth Year	16		
Third Year	8		
Second Year	6		
First Year	14		
		44	

NORMAL

All Normal students are classified with their respective classes in the Academy and the College departments.

BUSINESS

Commercial	6		
Shorthand	33		
		39	

MUSIC

Piano	81		
Violin	11		
Voice	42		
Theoretical Subjects	23		
Normal Piano	21		
Expression	16		
Public School Music	6		
Cello	2		
Less Duplicates	53		
		149	
Grand Total			344
Less Duplicates			69
Net Enrollment Sept., 1917, to May, 1918			275

SUMMER SCHOOL OF 1917

Total Registrations		151	
Less duplicates counted in preceding departments		34	
			117
NET TOTAL for the year			392

SUMMARY OF STUDENT REGISTRATION FOR TWENTY YEARS

Departments	1898–9	1899–0	1900–1	1901–2	1902–3	1903–4	1904–5	1905–6	1906–7	1907–8	1908–9	1909–0	1910–1	1911	1912 1913	1913 1914	1914 1915	1915 1916	1916 1917	1917 1918
College..	4	8	10	12	16	15	24	30	24	40	54	47	69	74	75	90	112	127	138	112
Academy	38	42	53	44	57	56	43	38	44	90	93	91	78	64	63	55	69	74	56	44
Normal.	23	29	17	42	41	40	34	40	34	34	22	18	*	*	*	*	*	*	*	*
Business.	41	39	42	57	75	50	66	73	56	85	102	115	98	32	49	64	38	67	24	39
Music...	42	42	37	44	46	69	54	54	71	102	105	72	179	93	69	66	115	116	133	149
Art.....	......	......	......	......	......	......	19	10	......	......	......	......	23	....	....	....	....	....	...	....
Elocution	......	......	63	37	......	12	......	7	......	......	25	11	19	114	....	....	....	....	...	....
Night School	......	......	......	14	......	......	......	......	......	......	......	......	......	....	....	....	....	....	...	....
Summer School	......	......	......	67	72	64	72	100	88	138	152	160	185	228	194	196	205	205	183	151
Less Duplicates	12	4	53	60	41	31	27	19	35	74	87	75	137	121	62	73	86	117	91	103
Net Total	136	156	169	257	266	293	290	333	282	415	466	436	488	484	388	398	453	472	443	392

*All Normal students are classified with their respective classes in the Academy and the College Departments

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UNIVERSITY OF ILLINOIS

Huron College

CATALOGUE EDITION
of the
HURON COLLEGE BULLETIN

1918-19

JUNE 1919

* * *

ANNOUNCEMENTS FOR 1919-20

HURON, SOUTH DAKOTA

Huron College Bulletin

PUBLISHED TWO TIMES EACH MONTH BY HURON COLLEGE

VOL. XIX—No. 1 *HURON, SOUTH DAKOTA* JUNE 1, 1919

Entered as second class matter April 8,'11 at the post office at Huron, S. D., under act of July 16,'94

Communications with regard to gifts or endowments, or requests for information may be addressed to Huron College, Huron, South Dakota, (Rev. Harry Morehouse Gage, President or Mr. John I. Pasek, Treasurer and Business Manager). Checks or Drafts should be made payable to the order of "Huron College."

Corporate name: "Huron College." **Form of bequest:** "I give, devise and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College___

(If real estate is to be conveyed, a full and legal description of property should be here given.)

Annual Catalogue Edition

June, 1919

Announcements for 1919-20

THE PURPOSE OF THIS BULLETIN IS TO SERVE AS A MEDIUM OF COMMUNICATION BETWEEN THE STUDENTS AND FRIENDS OF THE COLLEGE AND TO PUBLISH MATTERS OF INTEREST IN CONNECTION WITH THE INSTITUTION

College Calendar

1919

August

1.	Saturday	*Summer School Closes*

September

15-16.	Monday, 10:00 a. m. to Tuesday, 4:00 p. m	*Registration of Students*
17.	Wednesday	*First Semester Begins*
	8:00 a. m	*Registration Continued*
	2:00 p. m	*Opening Exercises in Chapel*
18.	Thursday, 8:00 a. m	*Regular Class Exercises Begin*

October

13.	Monday	*Last Day for Removal of Conditions Incurred in Second Semester of Previous Year*

November

27.	Thursday	*Thanksgiving Day Recess*

December

19.	Friday, 4:00 p. m	*Christmas Holidays Begin*
31.	Wednesday, 8:00 a. m	*Class Exercises Resume*

—1920—

January

28.	Wednesday	Mid-year Examinations Begin
31.	Saturday	*Mid-year Examinations Close*
31.	Saturday, 4:00 p. m	*End of First Semester*

February

3.	Tuesday	*Second Semester Begins*

College Calendar

Continued

April

2.	Friday	*Spring Vacation Begins*
13.	Tuesday	*Class Exercises Resumed*
15.	Thursday	*Annual Election of Officers of Students' Association*

May

3-4.	Monday and Tuesday	*Louis K. McClymonds Scholarship Examination*
7.	Friday	*The Thomas Maynard Declamation Contest*
27.	Wednesday, 4:00 p. m	*Senior Vacation Begins*
30.	Sunday	*Memorial Day*

June

3.	Thursday	Final Examinations Begin
6.	Sunday, 10:30 a. m	*The Baccalaureate Sermon*
	8:00 p. m	*The Y. M. C. A. Address*
7.	Monday	*Final Examinations* Close
7.	Monday, 8:30 p. m	*School of Music Recital*
8.	Tuesday, 8:30 p. m	*Senior Class Play*
9.	Wednesday, 10:00 a. m	*Annual Meeting of Board of Trustees*
	8:30 p. m	*Academy and Commercial Graduation Exercises*
10.	Thursday, 10:30 a. m	*Thirty-third Annual Commencement*
15.	Tuesday, 10:00 a. m	*Summer School Opens*

July

24.	Saturday	*Summer School Closes*

College Calendar for 1919-20

1919 SEPTEMBER 1919

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1919 OCTOBER 1919

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1919 NOVEMBER 1919

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1919 DECEMBER 1919

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1920 JANUARY 1920

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1920 FEBRUARY 1920

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

1920 MARCH 1920

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1920 APRIL 1920

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1920 MAY 1920

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1920 JUNE 1920

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1920 JULY 1920

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	3	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1920 AUGUST 1920

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Board of Trustees

TERM EXPIRING IN OCTOBER, 1919

REV. A. C. McCAULEY,
Bridgewater, S. Dak.
HON. COE I. CRAWFORD,
Huron, S. Dak.
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Huron, S. Dak.
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Sioux Falls, S. Dak.

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TERM EXPIRING IN OCTOBER, 1921

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Sioux Falls, S. Dak.

Ex-officio, REV. H. M. GAGE, LL. D., *Huron, S. Dak.*

*Deceased

Officers of the Board

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MR. J. I. PASEK, - - - - - - - - - - - *Treasurer*

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MRS. J. L. PYLE
MR. GEORGE C. FULLENWEIDER
REV. H. M. GAGE, *ex-officio*

Faculty

(For 1918-19)

HARRY MOREHOUSE GAGE, A. M., LL. D.
President, Philosophy

ELIZABETH REID, Ph. B.
German

WILLIAM L. NOTESTEIN, A. M., D. D.
Greek, Latin

ELLA McINTIRE, B. L. S.
Librarian

EDWARD W. DAVIDSON, A. B.
Physics

RALPH J. GILMORE, A. M., Ph. D.
Biology

FREDERIC B. OXTOBY, A. M., B. D., D. D.
Biblical Literature and Interpretation

HOMER S. MYERS, A. M.
Mathematics

MABEL R. WIER, A. B.
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LOUISE FRENCH, A. B.
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Chemistry

HAROLD G. LAWRANCE, A. M.
Education

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English

STERLING P. WILLIAMS, Ph. D.
Philosophy and Psychology

DOROTHY ROSSMAN, A. B,
Academy Instructor

ALEIDA J. VAN STEENDEREN, A. B.
French

MRS. MARY M. GARDNER, A. M.
Academy Instructor

ROY D. TREDWAY
Coach in Athletics

SCHOOL OF MUSIC

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Director, Voice
FERN MACLEAN, B. MUS.
Piano, Harmony, Organ
GRACE B. FINLEY
Piano, Normal Training
LUCY MAY CANNON, A. B.
Violin, Public School Music, Musical History
MRS. B. H. KERR, S. B.
Expression
G. C. SAUNDERSON
Cello

BUSINESS COLLEGE

SQUIRE F. BROWNE, A. M.
Bookkeeping, and other Commercial Subjects
MILDRED BELLE KIES
Shorthand, Typewriting
ALVA E. TAYLOR, D. C. L.
Lecturer on Commercial Law

ADMINISTRATIVE OFFICERS

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President
HOMER S. MYERS
Secretary of the Faculty
ELIZABETH M. REID
Dean of Women
JOHN I. PASEK
Treasurer and Business Manager
LILLIAN LONGSTAFF
Office Secretary and Registrar
MARY E. SCRUBY
Matron of Elizabeth R. Voorhees Dormitory

STANDING COMMITTEES OF THE FACULTY

For 1918-1919

Administration
Gage, Davidson, Reid, Notestein, Gilmore, Myers, Lawrance

Absence
Davidson, Reid

Athletics and Gymnasium
Gilmore, Davidson, Browne

Courses
Gilmore, Reid, Notestein, Myers, Bailey, Pollard, Lawrance, Browne, French, Williams, Hutsinpillar

Curriculum
Reid, Notestein, Davidson, Gilmore, Lawrance, Williams

Library and Literary Work
Notestein, Reid, McIntire, Oxtoby, Pollard,

Public Entertainments, Social Functions
Myers, Oxtoby, French, Cannon

Scholarships and Student Aid
Gage, Reid

Student Publications
Myers, McIntire, Williams

Catalogue
Notestein, Browne

Historical Statement

THE College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson, to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Findley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President. For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town, for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

On December 4th, 1905, the down-town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was completed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings, giving the College a splendid property, free of debt, with which to face a great opportunity.

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees, followed with conditional offers or gifts. On May 25th, 1911, The General Education Board, of New York City, offered to give $100,000 on

condition that the total endowment should be made $500,000. On November 11, 1911, the half-million-dollar subscription was completed. The $500,000 Endowment was actually realized on July 31, 1916, and the funds are invested in farm mortgages.

Presidents of Pierre University and Huron College

Rev. Thomas M. Findley (Pierre)	1883-1884
William M. Blackburn, D. D. (Pierre)	1884-1898
Calvin H. French, D. D. LL. D. (Huron)	1898-1913
Rev. Harry Morehouse Gage, A. M., LL. D	1913-

Chronology

April 26, 1883	Articles of Incorporation were adopted by the Dakota Presbytery during the spring meeting held at Huron, South Dakota.
July 6, 1883	This institution began as "The Presbyterian University of Southern Dakota" and was incorporated under that name July 6, 1883, by the Presbytery of Southern Dakota, which then included all that part of Dakota Territory south of the 46th parallel of North Latitude. The Articles of Incorporation were adopted on April 26, 1883, by the Presbytery during the spring meeting held at Huron, South Dakota.
Sept. 26, 1883	The institution opened September 26, 1883, in Pierre, South Dakota, in a frame building which had just been completed for that purpose. Rev. Thomas M. Findley was president.
Oct. 11, 1884	The Synod of South Dakota accepted the institution from the Presbytery and incorporated it as "Pierre University."
Oct. 10, 1885	Rev. Wm. M. Blackburn, D. D., LL. D., was inaugurated president.
June 1, 1887	Frank A. Farrar, **first college graduate,** was graduated with the degree of A. B.
June 2, 1898	Pierre University and Scotland Academy were merged into Huron College and located at Huron, South Dakota.
June 24, 1898	The resignation of Rev. Wm. M. Blackburn, D. D., LL. D., as president was accepted and Rev. Calvin H. French was elected president.
Sept. 20, 1898	First term of school opened at the new location—Huron, South Dakota.

Dec. 29, 1898	Death of Dr. Blackburn at his home in Pierre, South Dakota.
1902	Campus of four blocks was offered by the Western Town Lot Company.
Jan. 22, 1903	Mr. Ralph Voorhees assigned to Huron College certain mortgage and other securities valued at $25,000.
Oct. 14, 1903	The name of the corporation was changed from "The Synod of South Dakota" to "Huron College."
1903	Ladies' College Association of Huron pledged $5,000 towards the construction of a girls' dormitory.
December, 1903	Mr. Voorhees offered $15,000 towards the completion of the new dormitory, which was named the Elizabeth R. Voorhees Dormitory for Girls.
Oct. 8, 1904	The Elizabeth R. Voorhees Dormitory for Girls, the first building erected on the new campus, was dedicated.
Feb. 7, 1905	Campus of four city blocks was deeded to Huron College by the Western Town Lot Company.
Nov. 7, 1905	The Trustees formally accepted Mr. Voorhees' offer of $100,000 towards the construction of a new central building.
Dec. 4, 1905	The down-town building sold. (This building was originally built for a hotel in 1888 and later (1898) was bought by the citizens of Huron and given to the Trustees of the College.)
June 7, 1906	Laying of the corner stone of Ralph Voorhees Hall, the new central building.
Feb. 15, 1907	College work was transferred to the Ralph Voorhees Hall from the down-town rented rooms.
Oct. 5, 1907	Ralph Voorhees Hall, the new central building, was dedicated.
July 8, 1909	$15,000 was received from Dr. D. K. Pearsons as the beginning of a permanent endowment.
Nov. 11, 1909	James J. Hill pledged $50,000 towards an Endowment Fund of $250,000.
Mar. 25, 1911	Huron campaign for $50,000 towards an Endowment Fund of $500,000 was closed.
May 25, 1911	General Education Board pledged $100,000 towards an Endowment Fund of $500,000.
Nov. 11, 1911	Campaign for an Endowment Fund of $500,000 was closed successfully.
Sept. 30, 1913	Inauguration of Harry Morehouse Gage as President of the College.
July 31, 1916	Collection of the $500,000 Endowment Fund completed.
Dec. 4, 1916	Oliver Memorial Fund of $15,000 received.

Grounds, Buildings and Equipment

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercial work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors and the attic floor above, there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total capacity of two hundred and eighty-five horsepower. A hundred horse-power engine with a fifty koilwat, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group, and it is complete and modern in every respect.

THE LIBRARY

The library of Huron College occupies the two northeast rooms on the main floor of Ralph Voorhees Hall, with an additional basement stackroom just below the old stackroom and a storeroom on the third floor. The larger room on the main floor is used as a reading room and contains the reference books, current magazines, and newspapers. The new basement room relieves the overcrowded stackroom but it is not a convenient or satisfactory arrangement.

We had at the close of the fiscal year 1917-18, 10173 volumes accessioned and catalogued, this number does not include pamphlets, unbound magazines or some government documents. The greater number of books added this year were purchased, there being few large gifts of books. We received a number of volumes from the following friends of the College: Professor W. H. Powers, Brookings, S. Dak , Mrs. A. B. Sheldon, Alma, Michigan, Professor C. W. Hochstetler, Professor W. L. Harris, and Professor F. S. Forman.

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas, and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is equipped with specially made oak tables, each student's place being provided with gas and electricity. Much new apparatus has been added in recent years, and a thorough laboratory training is given with each course offered.

Biology—Much advanced work has been done in this department during the past year. New equipment has been added, enabling us to offer excellent work in this department.

MUSIC ROOMS

Twelve rooms at the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage, and, by means of the freight elevator, pianos on any floor are quite accessible for use in recitals or other public programs. Eighteen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gynmasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Some equipment has already been provided and more will be added as is necessary. A competent director is in charge of the gymnasium. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located, and the entire gymnasium equipment is modern.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred other chairs when they may be needed. The finish woodwork here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and convenient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

THE COLLEGE PRESS

During the summer of 1910 a complete job printing plant was installed in the two south rooms on the ground floor of the Voorhees Hall. This was done in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. A large amount of work is done, including The Huron Alphomega, the College Bulletin, many blanks and much miscellaneous printing.

General Information

The City of Huron—Huron offers many advantages as a college community. It is located near the center of the eastern half of the state, and according to the last census within a very few miles of the center of population. It has a population of about seven thousand and is rapidly growing. It is the division headquarters for the Dakota division of the Chicago and Northwestern Railway System. Division offices, large shops, a round house, and extensive freight yards are located here. Four lines of this railway radiate north, south, east and west from Huron, giving easy access to every part of the state. One of these lines has recently been extended two hundred miles to the westward into the Black Hills region, thus giving access to Huron from the entire western half of the state.

One line of the Great Northern Railway with connections to St. Paul and Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trade with the surrounding country and the smaller towns.

Organization and Government—The College is under the management of the Presbyterian Synod of South Dakota. The Synod elects the Trustees, who are divided into three classes which serve three years each. Two-thirds of them must be members of the Presbyterian church. This Board of Trustees appoints the Faculty and administers the affairs of the school. They meet statedly three times a year, and at other times on the call of the President of the Board. In the interval, an executive committee has charge of all college affairs.

Not a Sectarian College—The College is Presbyterian, but not sectarian. There is no teaching of denominational doctrine and no effort to influence students in behalf of the Presbyterian church rather than any other church which they or their friends may prefer. In its own locality the College receives sympathy and help from people of all denominations and from many of none. It opens its doors freely to all, asking only that they come with an earnest desire to learn and serve the truth.

Educational Standards—Huron College, considered as distinct from high schools and training schools on the one hand and graduate schools and professional schools on the other, aims to fulfill the essential functions of a college of liberal arts. The mission of the College, aside from character building, for which definite provision is made, is intellectual. Graduates of Huron should be capable of the rational use of experience. They should have a grasp of the principles underlying the professions and the various phases of human relations.

The College strives to keep in touch with the best educational thought of the day and to associate itself with recognized leaders in the field of education. In January, 1915, Huron became a member of the newly organized Association of American Colleges, which promises to become a strong and good influence among colleges generally. In March, 1915, it was admitted to membership in the North Central Association of High Schools and Colleges. This endorsement by an association so widely known as the North Central will be highly valued by the friends and patrons of the College. It is a just recognition of the ideals and standards maintained by the institution.

The Academy, the School of Music, and the School of Commerce are maintained primarily for the direct services which they are able to render to students enrolled in regular college courses and to those who are preparing for such courses. Furthermore, these schools are of service to the people of South Dakota by providing some training and education for many young people who cannot take a college course.

Normal courses leading to a State Certificate and a Life Diploma are provided for those who wish to teach. These are so correlated with the regular courses that the work can be credited toward graduation from College or Academy.

Bequests—A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College..."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment, that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

The College Board—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904. Later it became the College Board of the Presbyterian Church. In 1918 a union of the Board of Education and the College Board was effected, the new board being the General Board of Education, with offices in New York City. The College Department of the General Board aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amounts for current expenses and large sums for endowments will be sought. Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it. The College can not promise to obtain work for all needy students, but all the assistance possible will gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year.

STUDENT ORGANIZATIONS

Young Men's Christian Association—The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every week, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

The Association has expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of the Ralph Voorhees Hall The use of this room has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A creditable representation has gone each year both to the summer conference and to the state convention.

Young Women's Christian Association—This Association works alon lines similar to those followed by the Y. M. C. A. It is a center for much of th social life of the College. Its earnest religious purpose is never subordinated however, to social interests. There are classes for Bible and Mission Study Regular devotional meetings are held. There are occasional union meeting with the Y. M. C. A. Delegates are sent each year to the national conferenc and to the territorial convention. An earnest spiritual purpose characterize the association and its influence stimulates and strengthens the religious life the students.

Students' Association—This is a formal organization of the student bod including every student regularly enrolled in any department of the institutio Its object is to find convenient and effective methods by which all proper studen enterprises and activities may be promoted and all improper influences an activities eliminated. Incidentally it furnishes some excellent opportunities f students and Faculty to co-operate in such efforts.

Literary Societies—Five literary societies, conducted by students, und the general supervision of the Faculty, are in successful operation. In t Collegiate Department these are: the Philomathean, the Eulalean, and t Boethean; and in the Academy: the Ophellean and the Orthologean.

College Paper—Since 1909 the College paper, "The Huron Alphomega has been published as a weekly instead of a monthly. It gives a valuable bu ness and literary training to the students who act as managers and editors a stands out as a true exponent of college life and as an interesting medium of co munication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered annually by the friend whose name it bears. This prize is awarded to the winner of first place in a local contest in oratory. In addition, the Students' Association offers a prize of fifteen dollars to the winner of second place in the contest.

The Charles E. DeLand Prize Medal In Oratory—Mr. Charles E. DeLand, of Pierre, South Dakota, during 1912 gave $500 as the endowment of a prize medal to be known as the DeLand Prize Medal in Oratory. The income of this endowment is to be used annually in providing the medal to be awarded to the winner of this contest.

The 1913 Class Prize in Debate—The college class of 1913 has established an annual prize of ten dollars for the best individual work in debate.

The Smith Trophy in Extemporaneous Speaking—Mr. W. C. Smith, of Huron, has given a cup as a prize for an extemporaneous speaking contest. The cup will remain permanently in the College, the winner's name being engraved on the cup each year. All students in the College department will be eligible for this contest.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibbs Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

THE OLIVER LECTURES

This course of lectures was established by Mrs. Harriet N. Oliver in memory of her husband, Mr. J. S. Oliver, long a resident of Huron and one of the oldest and best friends of the College. It provides for two lectures to be given each year before the student body and the general public, the subject to be selected within the field of Economics. The course is known as "The Oliver Lectures," and is supported by a permanent endowment fund known as "The Oliver Memorial Endowment Fund."

The following men have served as Oliver Lecturers: In 1911, Hon. Coe I. Crawford and Judge A. E. Taylor; in 1912, Calvin H. French, D. D.; in 1913, Wallace Notestein, Ph. D.; in 1914, Horace Wayland Tilden, A. M., D. D.; in 1915, President C. C. O'Harra, Ph. D.; in 1916, Prof. G. L. Robinson, Ph. D.

The lectures were established under an agreement to give two lectures each year for five consecutive years. During the past three years the lectures have been omitted for reasons of economy and the adoption of a wartime program which necessitated the curtailment of extra-curriculum activities.

Scholarships

The purpose of all scholarships is to aid and honor needy and worthy students who are able to meet the requirements of good scholarship, high personal character, exemplary conduct and habits of economy in the use of both time and money.

A full scholarship is fifty dollars a year. The amount assigned to any one student will depend on the need and the merit of the applicant and on the amount of funds at the disposal of the Scholarship Committee.

It is the policy of the Scholarship Committee not to assign scholarships to students who are conditioned in any subject.

A scholarship may be withdrawn because of a failure or condition in any subject. When a scholarship has been withdrawn in this way, it may be renewed after the lapse of one semester, provided that former deficiencies have been made good and no new ones incurred.

In awarding scholarships preference is given to regular candidates for a degree, and to those who expect to complete their course in Huron College.

Applications for scholarships must be made on blank forms provided by the Scholarship Committee.

Students of the College should make out their applications for scholarships in June and December of each year. Prospective students should apply as early as possible, and their applications should be accompanied by the testimonials indicated in the blank forms.

Communications concerning scholarships should be addressed to the President.

The following scholarships have already been established:

The Horace B. Silliman Scholarships, five in number, were established in 1906 by the Hon. Horace B. Silliman, LL. D., of Cohoes, N. Y. Dr. Silliman gave $5,000 for the endowment of these scholarships, believing, as he said, "that this will be for the advancement of Christian education." These scholarships will be awarded to deserving young men by vote of the Faculty on recommendation of the Committee on Scholarships.

The J. Calvin Ely Scholarships, two in number, were established by Rev. J. Calvin Ely, D. D., of Morgantown, West Virginia. They are maintained by two endowments of $500 each made in 1906 and in 1913 respectively. In awarding these scholarships preference is given to young men who are studying for the Christian ministry.

The Louis K. McClymonds Scholarships were established in 1910 and are maintained by an annual gift of $620. This amount, after providing for the necessary expenses, is divided into portions of $100 each and awarded to six young men who give evidence of fitness to enter the freshman class of Huron College and who in addition give evidence of personal worth and ability to make good use of scholarship aid. Candidates for these scholarships must be graduates of the current year from four-year courses and they must be prepared to meet the requirements for admission to the Freshman class as stated on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School. The six scholarships will be awarded to boys only.

The George W. Abell Scholarship was established in 1912 and is to be known as "a memorial to George W. Abell from his wife and daughters." This scholarship is maintained by an endowment of $1,000.

The Maria Blossom Scholarship, established in 1912, is endowed by a bequest of $1,000 from the estate of Mrs. Maria Blossom, of Rochester, N. Y.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, Redfield College, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in the granting of free or half tuition scholarships to graduates from the High Schools and eighth grade county schools:

1 Two scholarships will be awarded to everv four year high school or academy of the state, one being available for the highest rank young man and the other for the highest rank young lady.

2. Only one scholarship each year will be awarded to any three-year High School or eighth grade county graduating class.

3. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade county class. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.

4. These scholarships can not be transferred.

5. To graduates from four-year High School courses these scholarships will convey full tuition for one year, including incidental fees. To graduates from three-year High School courses or from county eighth grade classes they will convey one-half tuition, including incidental fees for one year.

6. These scholarships become void one year after the date of graduation by the student from the High School or the county schools.

7. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges, who for the present year is Prof. C. V. Gilliland, Mitchell, S. Dak.

8. When properly certified as above these scholarships will be honored by any of the colleges included in the Association.

Expenses

TUITION

Regular Tuition—In the College, tuition is $75 per year, or $40 for one semester. This includes the usual incidental and library fees, which amount to from $10 to $20 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $25 per semester. These fees do not include laboratory or other special fees.

Half Tuition—Ministers' children, or students preparing for the ministry and pursuing regular college or academy courses, will, if it is desired, be given a reduction of one-half on tuition in those courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than a semester may be paid at the rate of $3 per week, provided that the charge made for any period shall not be less than $5. Tuition in the Academy and the Commercial-Academic Departments for a shorter period than a semester may be paid at the rate of $2 per week, provided that the charge made for any period shall not be less than $5.

Tuition for Single Courses—Students registering for a single course will pay one half the regular tuition.

Refunds—The expenses of the College are not reduced when a student leaves school before the end of the semester. For this reason, refunds of tuition and other fees can be allowed only to a very limited extent. On payments made by the semester, refunds can be made only in accordance with the preceding paragraph on tuition for fractional semesters. On payments made in advance for the entire year, in case the student leaves the school before the end of the year, the money paid will be applied on the bills as computed by the semester. Should there be any balance remaining after paying the fees as thus computed, it will be refunded.

ROOM, HEAT, AND LIGHT

Rooms in Voorhees Dormitory—Young women from out of town are expected to obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dresser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $10 per semester, young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Under special circumstances, young women are allowed to obtain board and room in private families, but only at such places as are approved by the Faculty. For instance, permission to room outside of the dormitory is given to young women who for good reasons wish to live with relatives and to those who wish to work for board and room. In all cases, those wishing to room outside of the dormitory, must make arrangements with the President and the Dean of Women before engaging rooms. The College keeps on file a selected list of people who wish college girls to live with them and to work for board and room. This list may be obtained by applying to the Office Secretary.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $3 to $5.50 per week. Furnished rooms, without board, including laundry for bed and toilet, cost from 75 cents to $2.50 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in securing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester, a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will be made in case the student fails to register unless the treasurer of the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent a combined fee of $20 per semester.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than a semester may pay for room, heat and light at the rate of $2 per week, provided that the smallest charge made for any period shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students' Association Fee—Each student shall pay to the treasurer of the College a fee of five dollars per semester, or ten dollars per year, to constitute a special fund for student enterprises, except as hereinafter provided. Students who enroll after the third month of a semester shall pay a fee of one dollar for the remainder of said semester. Students not rooming in the dormitory who enroll for a special course of one or two hours per week only, may, if they do not desire to take advantage of the special privileges provided for under this Association, pay a contingent fee of one dollar per semester in lieu of the regular fee. Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of the regular fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contests and intercollegiate debates, and (3) to all athletic games and contests of the College, not including the State High School Basketball Tournament and the State Meet when held at Huron.

Student enterprises shall be under the direction of three members of the Faculty; one to have supervision over athletics, one to have supervision over the College paper, and one to have supervision over other student enterprises.

These members shall be elected by the Faculty. No debts shall be contracted for any of these enterprises without the consent of the supervising member.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

General Chemistry	$6.00 per semester
Analytic Chemistry	7.00 per semester
Organic Chemistry	8.00 per semester
Physics (College)	4.00 per semester
Physics (Academy)	2.00 per semester
Biology (all courses in College)	4.00 per semester
Biology (Academy)	1.00 per semester

Commercial—Those taking the Commercial-Academic Course will pay the regular rate for tuition and an additional fee of $10 per semester while taking any one or more of the following subjects:—Bookkeeping, Shorthand, Typewriting. Music and College Students will pay in addition to the regular tuition, a typewriter rental fee of $5 per semester while taking typewriting.

Special Examinations—A fee of fifty cents will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of the second semester, provided such students have been in attendance during the preceding semester.

Diplomas—The fees for diplomas are as follows:

For College degrees	$5.00
For diplomas from other departments	3.00
Certificates of Graduation	2.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past year board has been $3.75 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

SUMMARY OF EXPENSES

Tuition:—	First Semester	Second Semester	Year's Exp.
College	$40.00	$40.00	$75.00
Academy	25.00	25.00	
Room, Heat and Light, in Voorhees Dormitory	20.00	20.00	40.00
Table board, about $4.00 per week, 36 weeks			144.00
Laundry and other expenses, estimated			16.00
Books, from $5 to $12			10.00
Students' Association Fee			10.00
Total			$295.00
Tuition in Other Departments:—			Year's Tuition
Accounting or Stenography	$35.00	$35.00	$70.00
Music—Piano, Violin, or Voice:—			
One lesson per week	$15.00 to	$22.50	per semester
Two lessons per week	24.00 to	36.00	per semester

Note:—For further information about the fees in the special departments, see the Index.

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to do this, parents or students should write in advance to the President or the Treasurer concerning arrangements.

HURON COLLEGE
HURON, SOUTH DAKOTA

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HURON COLLEGE HURON, SOUTH DAKOTA

General Requirements

Type of Students Desired—Only students with an earnest purpose are desired. For such, few regulations are necessary. The main purpose for which any student should come to college is the prosecution of his work and the enjoyment of the advantages afforded by the institution. If any student manifests a persistent lack of interest in his work, and by continued failure wastes his own time and that of his instructors, or if in the judgment of the College authorities his general course of conduct brings discredit upon the institution, the College reserves the right to dismiss such student without stating any more specific cause.

Chapel—All students are required to attend at least four-fifths of the daily chapel exercises. Those whose religious beliefs prevent them from participating in these exercises will be excused.

Church—On Sabbath all students are expected to attend at least one service at such church as they or their parents may select.

Matriculation—All students before registering for courses are required to matriculate. In making application for matriculation students pledge themselves, on condition of being admitted to the privileges of the institution, to observe to the best of their ability the rules and regulations of the Trustees and Faculty and to do what they can to promote the interest of the institution.

Conduct of Students—The Faculty of the College have passed certain administrative rules which apply to classification, absences, credits and similar matters. With regard to conduct of students, it is the policy of the Faculty not to pass rules; and with few exceptions this policy has been followed. *Students, when they matriculate are placed upon their honor.* They are expected to conduct themselves as ladies and gentlemen at all times and in all places, and to respect the rights and privileges of their instructors and fellow students, and to attend faithfully to their work. Without assigning any specific reason, the Faculty may at any time dismiss any student whose conduct in their judgment is detrimental to the welfare of the institution.

Supervision of Women—All young women away from home, whether rooming at the dormitory or not, are under the supervision of the Dean of Women, and are responsible to her for their conduct.

Study Hours—All students are expected to observe such study hours as the Faculty may announce.

Admission to Classes—Admission to classes is by card. No cards entitling students to enter classes will be issued until the student has paid his tuition and other fees or has made arrangements for their payment satisfactory to the Treasurer of the College. No student will be recognized as a member of a class until the proper class card has been filed with the instructor and until the card has been received the student will be marked absent from the beginning of the semester.

Absences—Unexcused absences in excess of a certain number deprive a student of partial or complete credit in any course in which the absences occur. Credits lost because of excused absences may be restored, but only when the

work in arrears has been satisfactorily completed. As a general rule absences because of serious illness are the only excusable absences.

Dropping Courses—No student having once enrolled in a course, shall be permitted to withdraw from such course without written consent from the Faculty Committee on Courses and from the instructor of the course in question. Failure to secure such consent shall constitute failure in the course and shall debar the student from enrolling in any other course during the same semester and shall also deprive the student of credit in courses in which he has already enrolled.

Grades, Conditions, Failures—The passing grade in the College Department is 60 per cent. In the Academy and Commercial Departments the passing grade is 75 per cent. A standing between passing grade and 10 per cent. below it constitutes a condition. Conditions incurred in the preceding semester and not removed by examination on the second Monday of October or the first Monday of March, will be recorded as failures. When a failure is recorded, credit may be secured in the course in which the failure has been incurred only by repeating the course in a following semester. Failures prevent a student from continuing a course in the semester immediately following.

Classification—In determining the classification of a student, advance credits shall be subtracted from conditions; then if he lacks more than half the required credits in any year, he will be classified in the class below.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high schools should bring certified copies of standings in the subjects completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

Limits of Work—No student in the College, without special grant of the Course Committee, shall be permitted to carry less than thirteen nor more than twenty-one recitation periods per week.

Participation in Public Affairs—Public affairs include athletic, oratorical, debating, and musical contests. Participation in Public Affairs in connection with any department of the College is always confined to students in good standing. Students who participate in intercollegiate athletic contests must conform to the requirements of the Minnesota-Dakota Athletic Conference. Participants in other Public Affairs must be actually taking sufficient work to satisfy the minimum number of hours required in the course pursued. Furthermore, the participant must be able to present a record of satisfactory class work. At the middle and end of each semester those who are doing unsatisfactory work in two or more subjects are reported as ineligible for the next half-semester. Unsatisfactory work means work below the passing mark. A student whose average in all

studies falls below the passing mark may be placed upon the ineligible list at any time. Students under discipline are ineligible until restored to good standing.

Graduation—No student should be absent from any portion of the Senior year. Students are not admitted as candidates for the bachelor's degree after the beginning of the first semester of the Senior year. At the beginning of the second semester of the Senior year candidates for degrees are required to classify without conditions.

Student Organizations—Before any student organization is completed, its constitution and by-laws must be submitted to the Faculty for approval. Subsequent amendments to a constitution and changes in by-laws must also be submitted to the Faculty.

REQUIREMENTS FOR ADMISSION

College—Graduates of the Academy department are admitted to the Freshman class without conditions.

Graduates from approved high schools who present fifteen units according to the list given below will be admitted to the Freshman class, a unit being a course of study pursued throughout a school year of not less than thirty-five weeks, with five recitations a week of at least forty minutes each. Students not graduates of approved schools or academies must present sixteen credits for admission, or must be examined according to the graduation requirements of Huron Academy.

Graduates of approved high schools may be admitted conditionally on presentation of 14 units.

All conditions must be made up before the end of the Freshman year.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended.

Mature students wishing to take a special course may be admitted to such courses as they are prepared to enter.

Attention is called to the statement upon a following page with regard to requirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

Group I. Required Subjects, Nine Units

English	counting	3	units
Algebra	"	1	"
Geometry	"	1	"
Science	"	1	"
History	"	1	"
Foreign Language	"	2	"

Note:—Civics may be offered as one-half unit of the required work in history.

Group II. Elective Subjects, Six Units from the following list—no more than two in any one subject.

English (advanced)	counting	1	units
Algebra (advanced)	"	½	"

Solid Geometry	counting	½	units
Ancient History	"	1	"
Mediaeval and Modern History	"	1	"
English History	"	½	"
American History and Civics	"	1	"
General History	"	1	"
Latin (elementary)	"	2	"
Cicero and Composition	"	1	"
Virgil	"	1	"
Greek (elementary) and Composition	"	1	"
Anabasis and Iliad	"	1	"
German (elementary)	"	2	"
German (advanced)	"	1	"
Physics	"	1	"
Chemistry	"	1	"
Botany	"	½	"
Zoology	"	½	"
Physiology	"	½	"
Physical Geography	"	½	"
Agriculture	"	½	"
Domestic Science	"	1	"
Manual Training		1	"
Commercial Subjects		1	"

Description of Entrance Courses

FOR ENTRANCE TO THE FRESHMAN CLASS OF THE COLLEGE. STUDENTS MAY PRESENT THE EQUIVALENT OF THE FOLLOWING COURSES:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

As to the number of classics to be read, the minimum is fifteen; for full credit for a three years' course the reading of twenty or more is recommended. The following list is arranged in groups corresponding in degree of difficulty to the several years of the preparatory course. The difference between adjacent groups, however, is not great, and substitution between them is quite allowable. Works not named herein, but similar in character and of no greater difficulty, may, of course, be substituted. Of the fifteen or more classics, one-third should be carefully studied in the classroom; the others should be read wholly or in part outside, although it is sometimes advisable to begin the study in the classroom, to secure the student's interest or to make clear the manner in which the reading is to be done.

For the First Year of Academy or High School: 1. Simpler Poems of Browning. 2. Coleridge's Rime of the Ancient Mariner. 3. Cooper's The Last of the Mohicans. 4. Dickens's A Christmas Carol. 5. Dickens's The Cricket on the Hearth. 6. Hale's The Man Without a Country. 7. Irving's Sketch Book (selections). 8. Longfellow's The Courtship of Miles Standish. 9. Lowell's The Vision of Sir Launfal. 10. Lyell's Travels in North America. 11. Poe's The Raven (and other poems). 12. Scott's Ivanhoe. 13. Scott's The Lady of the Lake. 14. Scott's The Lay of the Last Minstrel. 15. Shakespeare's As You Like It. 16. Stevenson's Inland Voyage and Travels with a Donkey. 17. Stevenson's Treasure Island. 18. Whittier's Snow Bound (and other poems).

For the Second Year of Academy or High School: 1. Addison—Selections from the Spectator; the Sir Roger de Coverly Papers, etc. 2. American public Addresses (simpler examples of American Oratory). 3. Bryant's Thanatopsis (and other poems). 4. Bunyan's Pilgrim's Progress. 5. Burns's The Cotter's Saturday Night (and other simple poems). 6. Byron's Mazeppa (and other poems). 7. Dickens's A Tale of Two Cities. 8. George Eliot's Silas Marner. 9. Early English Ballads (Sir Patrick Spens, Chevy Chase, etc.). 10. Goldsmith's The Deserted Village (and other poems). 11. Goldsmith's The Traveler (and other poems). 12. Goldsmith's The Vicar of Wakefield. 13. Gray's Elegy in a Country Churchyard. 14. Hawthorne's The House of the Seven Gables. 15. Irving's The Tales of a Traveler (selections). 16. Lamb's The Essays of Elia (selections). 17. Lincoln's Speeches (selections). 18. Macaulay's Lays of Ancient Rome. 19. Parkman's The Oregon Trail. 20. Poe's The Gold Bug (and other tales). 21. Pope's The Iliad (selected books). 22. Scott's Kenil-

worth. 23. Scott's Marmion. 24. Scott's The Talisman. 25. Shakespeare's A Midsummer Night's Dream. 26. Shakespeare's The Merchant of Venice. 27. Shakespeare's Much Ado About Nothing. 28. Shakespeare's Romeo and Juliet. 29. Shakespeare's The Tempest. 30. Shakespeare's Twelfth Night. 31. Southy's The Life of Nelson.

For the Third Year of Academy or High School 1. Arnold's Poems (selections). 2. Arnold's Sohrab and Rustum. 3. Bacon's Essays (selections). 4. Browning's Poems (selections, poems more difficult than those recommended for the First Year work). 5. Browning's (Elizabeth Barret) Poems (selections). 6. Byron's Chide Harold's Pilgrimage, Cantos I and II. 7. Chaucer's Prologue to the Canterbury Tales. 8. Chaucer's Knight's Tale. 9. Chaucer's Nun's Priest's Tale. 10. Chaucer's Squiere's Tale. 11. Chesterfield's Letters (selections). 12. Cowper's The Task, Books I and II. 13. Curtis's The Public Duty of Educated Men. 14. Defoe's The Journal of the Plague. 15. De Quincey's Joan of Arc and The English Mail Coach. 16. De Quincey's The Flight of a Tartar Tribe. 17. Dryden's Alexander's Feast (and other poems). 18. Dryden's Palamon and Arcite. 19. Emerson's Essays (selections). 20. Emerson's Nature. 21. Franklin's Autobiography. 22. Goldsmith's She Stoops to Conquer. 23. Goldsmith's The Good-Natured Man. 24. Holmes's Poems (selections). 25. Irving's The Alahambra (selections). 26. Irving's The Life of Goldsmith. 27. Job. 28. Keat's The Eve of St. Agnes (and other poems). 29. Lamb's Essays of Elia (selections). 30. Pope's The Rape of the Lock and Epistle to Arbuthnot. 31. Ruskin (selections from works). 32. Ruskin's Sesame and Lilies. 33. Shakespeare's King Henry IV, Part I. 34. Shakespeare's King Henry V. 35. Shakespeare's King John. 36. Shakespeare's Julius Caesar. 37. Shakespeare's Othello. 38. Shelly's Poems (selections). 39. Spencer's The Faerie Queene, Book I. 40. Tennyson's Enoch Arden, The Palace of Art, and other poems. 41. Tennyson's The Idylls of the King. 42. Tennyson's The Princess. 43. Thackaray's The Roundabout Papers (selections). 44. Thoreau's Walden. 45. Wordworth's Poems (selections from simpler lyrics). 46. Wordworth's Michael.

For the Fourth Year of Academy or High School 1. Arnold's Culture and Anarchy (selections). 2. Burke's Thoughts on the Present Discontents. 3. Burke's Reflections on the French Revolution (selected passages). 4. Burke's Speech on American Taxation. 5. Burke's Speech on Conciliation with the American Colonies. 6. Carlyle's Essay on Burns. 7. Carlyle's Heroes and Hero Worship (selections). 8. Emerson's The American Scholar. 9. Macaulay's Essay on Addison. 10. Macaulay's Essay on Lord Bacon. 11. Macaulay's Essay on Boswell's Life of Johnson. 12. Macaulay's Essay on Byron. 13. Macaulay's Essay on Warren Hastings. 14. Macaulay's Essay on Lord Clive. 15. Macaulay's Essay on Milton. 16. Macaulay's Essay on Samuel Johnson. 17. Milton's Minor Poems. 18. Milton's Paradise Lost (Books I, II). 19. Milton's Samson Agonistes. 20. Newman's (John Henry) Works (selections). 21. Pope's Essay on Criticism. 22. Shakespeare's King Henry VIII. 23. Shakespeare's Hamlet. 24. Shakespeare's King Lear. 25. Shakespeare's Macbeth.

26. Shakespeare's King Richard III. 27. Shakespeare's The Winter's Tale. 28. Tennyson's In Memoriam. 29. Washington's Farewell Address. 30. Webster's First Bunker Hill Oration. 31. Webster's The Reply to Hayne. 32. Wordsworth's Prelude. 33. Wordsworth's The Excursion, Book I.

The above list is intended merely to indicate the representative works that may very profitably be read in the years to which they are here assigned. The more difficult should be read largely or wholly in the classroom; the simpler may be assigned for outside reading.

Mathematics—(a) *Algebra*, including numbers, equations, the fundamental operations, fractions, factoring, solution of problems, simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs (1 unit).

(**b**) *Algebra* including a review of the fundamentals and a thorough study of radicals, imaginaries, logarithms, variation, the progressions, binomial theorem (½ unit).

(**c**) *Plane Geometry*, including rectilinear figures, the circle, proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle (1 unit).

(**d**) *Solid Geometry*, including lines, planes, angles, polyhedrons, cylinders, cones, spheres (½ unit).

History—Ancient History, to 800 A. D., with special reference to Greek and Roman History (1 unit). Mediaeval and Modern History, from 800 A. D. to the present time (1 unit). Elementary course in English History (½ unit). A High School course in American History and Civics will count as 1 unit. Where Ancient, Mediaeval, and Modern History are given in a single year's course, one unit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War with prose composition (2 units). Six orations of Cicero, including four against Catiline; prose composition (1 unit). The first six books of Virgil's Æneid and a knowledge of prosody (1 unit).

Greek—Grammar, Anabasis Book I (1 unit). Anabasis, Book II, and three books of the Iliad; prose composition (1 unit).

German—Grammar and careful drill on pronunciation. Besides the reading of the first year the student should have read from 150 to 200 pages of easy narrative prose. He should have done considerable easy composition (2 units). An additional credit of one unit may be allowed for advanced work in German.

Physics—The subject must include elementary mechanics, heat, sound, light, electricity, and magnetism. A standard up-to-date text must be used. The laboratory work must be adequate for a thorough understanding of the course. The student should perform at least 35 experiments (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughout the year (1 unit).

The College Courses

The total number of semester hours required for graduation is one hundred and twenty-eight. Of this total forty-five semester hours must be done in specified subjects. Freshmen must take six hours of English, eight hours of mathematics, two hours of Bible, and two hours of public speaking, a total of eighteen hours. Sophomores are required to take six hours of history, four hours of economics, two hours of Bible, a total of twelve hours. Junior requirements are eight hours of psychology, four hours of apologetics, a total of twelve hours. The only requirement for the Seniors is three hours of ethics.

BACHELOR OF ARTS DEGREE

Candidates for the bachelor of arts degree entering with three or more years of foreign language will be required to complete in college two years work in one ancient language. If a student presents for entrance less than three years of foreign language, he will then be required to do three years work in ancient language. One year of laboratory science with eight credit hours will be required in this course and, finally, a major of thirty hours or a combined major of forty hours. Majors are to be chosen from the following list: English and public speaking, social science and history, philosophy and education, Latin, Greek, German. Combined majors may be chosen in ancient or modern languages.

BACHELOR OF SCIENCE DEGREE

Students entering with three or more years of foreign language will be required to complete two years in one modern language. Those entering with less than three years of foreign language must complete three years work in modern language. At the end of the freshman year candidates for this degree must choose a major of thirty hours in physics and mathematics, chemistry, or biology, or a combined major of forty hours in laboratory science.

No student entering as Freshman shall be allowed to graduate in less than eight semesters of residence work unless his average grade for his course has been 85 per centum or higher; and students entering later than the first semester of Freshman year shall be subject to the same requirement as to quality of their work in residence.

ORDER OF REQUIRED COURSES

Freshman

Bible, one semester	2 hours
English, two semesters	6 hours
Mathematics, two semesters	8 hours
Public Speaking, one semester	2 hours

Sophomore

Bible, one semester	2 hours
Economics, one semester	4 hours
History, two semesters	6 hours

Junior

Christian Evidences, two semesters	4 hours
Psychology, two semesters	8 nours

Senior

Ethics, one semester	3 hours

BIBLICAL HISTORY AND LITERATURE; CHRISTIAN EVIDENCES; ETHICS

Professor Oxtoby

No one is liberally educated who does not know the Bible. Therefore the great value of a knowledge of Biblical literature and history is emphasized by the Biblical Department. But the aim is to do more than teach facts about the Bible and give the student a certain amount of Biblical information. The purpose of tne Bible courses is to lead the student to know the real significance of Bible study in character formation and in the political, social, and religious life of today. Stress is laid upon the importance of the Christian Church in bringing in the kingdom of God, and it is shown that in the Church the student has the greatest, fullest opportunity for fellowship and unselfish service. In all the Biblical teaching it is suggested to the student that there are wonderful things in store for him as he goes on in his Bible study. He is made to feel that he is but on the threshold and that treasures await him if he will but enter.

12. **Old Testament History and Literature**—In this course the outstanding events, great characters, and religious truths of the Old Testament are emphasized. *Required of Freshmen. Second semester. Two hours.*

21. **New Testament**—The life and Teachings of Christ. The growth of the Christian Church in the first century. *Required of Sophomores. First Semester. Two hours.*

31-32. **Christian Evidences**—This course embraces an examination of the historical character of the New Testament and a consideration of the grounds of theistic and Christian belief. A study in outline of the great religions of the world, a survey of Christian missions is included. *Required of Juniors. Two semesters. Two hours.*

41. **Ethics**—The history of ethics in theory and practice. The beginnings and growtn of morality. The theory of morality. Personal and public morality. Christian ethics. Text books, lectures, discussions, reports on assigned readings, and papers on special topics. *Required of Seniors. First semester. Three hours.*

33. **Sunday School Methods**—A consideration of the history, ideals, organization, methods, equipment, and curriculum of the modern Sunday School, with special emphasis upon the use of Biblical material. *Elective open to Juniors and Seniors. One semester. Three hours.*

42. **The Bible as English Literature**—This course includes a carefu study of the Bible viewed as literature. *Elective. Open to Seniors.*

BIOLOGY

Professor Gilmore

11. Zoology—This course takes up the study and dissection of representatives of the invertebrate groups, including life, history, habits, and distribution. *First semester. Two hours recitation and four hours laboratory work.*

12. Zoology—A continuation of 11 work being limited to the vertebrate groups. One lecture each week will be given to discussion and reference on the evidences of organic evolution. *Second semester. Three hours recitation and two hours laboratory work.*

The following electives are open to students who have completed courses, 11 and 12.

21. Comparative Anatomy of Vertebrates—Dissection, recitations and reference work on the anatomy of the vertebrates. *First semester. Two hours recitation and four hours laboratory work.* (Given 1919-1920.)

22. Systematic Zoology—Collection and classification of animals of this locality. Special attention is given to the life of the water. *Second semester. One field trip, two hours laboratory work and two hours recitation or lecture.* (Given 1919-1920.)

23. Animal Histology—A course in the study of animal tissues, with special reference to vertebrates. Considerable attention is given to staining and mounting of slides. *First semester. Two hours recitation, four hours laboratory work.* (Given 1920-1921.)

24. Vertebrate Embryology—Study of the development of the frog and the chick. *Second semester. Two hours recitation, four hours laboratory work.* (Given 1920-1921.)

27. Bacteriology—Study of the general characteristics of bacteria; methods of analysis of water, milk, feeds, etc. Special stress is laid on problems of sanitary science. *First semester. Two hours recitation, four hours laboratory.*

28. Botany—Study of representatives of the great groups of plants as to structure, classification, and ecology. *Second semester. Two hours recitation, four hours laboratory.*

13. Human Physiology—A recitation and lecture course for the general student. *First semester. Two hours recitation. No prerequisite.*

All courses will be accepted toward a major in Biology. All courses except 13 will be accepted toward a combined major in Science.

CHEMISTRY

Professor Pollard

To fulfill the requirements for a major subject in this department courses 11-12, 21-22 and 31-32 must be completed. The remaining credits required may be obtained in any of the other courses offered in the department.

Any of the courses may be counted toward the requirements for a combined major in the sciences.

11-12. Introductory Inorganic Chemistry—*First semester:* A study of the fundamental principles and laws of Chemistry. Oxygen, hydrogen, nitrogen, carbon, the halogens and their commoner compounds are studied in detail. *Second semester:* Sulphur, phosphorus, the metals and their compounds, qualitative reactions of the metallic ions and analysis of numerous unknowns involving these reactions. McPherson and Henderson—An Elementary Course in Chemistry; Dennis—Problems in Inorganic Chemistry. *Two semesters. Two hours lecture and four hours laboratory.*

21-22. Qualitative and Quantitative Analysis—*First semester:* Qualitative reactions of the acidic ions and analysis of unknowns involving these reactions. Analysis of salts and minerals. *Second semester:* Gravimetric and volumetric determinations. In the volumetric analysis the student is required to prepare and standardize several solutions and determine the value of several unknown solutions. *Open to all students who have completed course 11-12. Two semesters. One hour lecture and six hours laboratory.*

24. Foods—An elementary study of foods and food values. Methods for the detection of common adulterants. *Open to students who have completed course 21. Second semester. Two hours lecture and four hours laboratory.*

31-32. Organic Chemistry—*First semester:* Preparation of aliphatic compounds and study of their properties. *Second semester:* Preparation of compounds of the carbocyclic series and study of their properties. Remsen—Organic Chemistry; Orndorff—Laboratory Manual of Organic Chemistry. *Open to students who have completed courses 21 and 22. Two semesters. Two hours lecture and six hours laboratory.*

33-34. Advanced Quantitative Analysis—Analysis of coal, iron, steel, brass, bronze, alloys, limestone, felspar, and ores. *Open to all students who have completed courses 21 and 22. Two semesters. One hour lecture and six hours laboratory.*

41-42. Advanced Inorganic Chemistry—A study of the classification of the elements according to the Periodic law. The rarer elements and compounds are studied in detail. Mellor—Modern Inorganic Chemistry; Ostwald—Principles of Inorganic Chemistry. *Open to students who have completed or are registered in course 31-32. Two semesters. Two hours lecture.* (Not given 1917-1918.)

43-44. Physical Chemistry—A general study of the laws governing chemical phenomena, and of the theoretical principles and some of the practical applications of electro-chemistry. *Open to students who have completed or are registered in course 31-32. Students in this course should have completed the work in Mathematics through course 33 and Physics course 11. Two semesters. Two hours lecture and recitation.* (Given 1917-1918).

COLLEGE LIFE AND PROBLEMS

President Gage

This course will consist of a series of conferences discussing the student's relation to the institution in its administration and its various activities, also his privileges and obligations as a member of college and civic life. *One semester. One hour.*

ECONOMICS AND SOCIOLOGY

Professors Williams aud Oxtoby

31. Economics—A general survey of the subject based on some text-book, supplemented by assigned readings and exercises. *Required of Sophomores. One semester. Four hours.*

Elective Courses

32. Money and Banking—A study of the principles of money and prices. Monetary history of the United States. The functions of a bank and the principles governing note issue, deposit currency, loans and discounts, reserves, clearing houses, etc. The banks of England, France, Germany, and Canada. The First and Second Banks of the United States, state banks, and national banking system of the United States. *One semester. Three hours.*

33. Corporations and Trusts—The causes of industrial combination. The forms of combination, the pool, the trust, the holding company, and the simple corporations. Problems arising out of the movement toward combination and remedies proposed. A wide range of assigned reading. *One semester. Three hours.*

34. Corporation Finance—A consideration of the principles and methods of corporate organization, capitalization, and procedure. Among the subjects studied are those of the incorporation and internal organization of a typical corporation, the raising of funds through the sales of stocks and bonds, receiverships, and reorganizations. *One semester. Three hours.*

35. Socialism and Social Reform—A careful study of those plans of social betterment which call for either a reorganization of society or a considerable extension of the functions of the state. A historical study of early communistic theories and experiments. A critical examination of the theories of the leading socialistic writers. Anarchism; the single tax movement; public ownership; Christian socialism. *One semester. Three hours.*

37-38. Sociology—An introduction to theoretical and practical sociology. Definition of the science; consideration of the subject matter of sociology and the fundamental social phenomena. The social person; social institutions; social origins; social control; poverty and the social treatment of crime. A wide range of reading from standard texts and from current literature on the subject. *Two semesters. Three hours.*

EDUCATION

Professor Lawrance

The following courses are offered by the Department of Education to those candidates for the bachelor's degree who wish to receive in course suffiicient pedagogical and professional training to entitle them to receive a State Teacher's Certificate upon graduation from the College. The courses outlined below are also offered and recommended to all candidates for the bachelor's degree. The subject of Education has become a very large and complex one. It is a practical application to a great and important field of human endeavor of the principles of biology, psychology, philosophy, sociology and the facts of history. As such it is presented to students as an integral part of the liberal arts course which aims to make every study a liberalizing discipline, which, in addition to its practical utility, has a broad and definite cultural value.

11-12. History of Education—This course includes a brief survey of education in ancient, mediaeval, and modern times; a survey of present educational systems, and readings upon the more important periods and leaders. *Two semesters. Three hours.*

21. Educational Psychology—A general treatment of the elements of psychology and a study of the definite application of psychological methods to education. May precede or follow Psychology 31. *First Semester. Three hours.*

22. Theory and Practice in Teaching—This course not only includes extensive reading and class room discussions of the elements of method and their application, but also provides for a large amount of observation of teaching and the actual management and discipline of classes in the Huron Schools as well as in Huron Academy. *Second Semester Prerequisite, Education 21. Three hours class work, five hours credit.*

23. Rural Education—A general survey of the rural school. This course includes a brief introductory study of rural social institutions, discussion of the organization and administration of the local rural school, and a careful consideration of the preparation of the rural teacher. *First Semester. Three hours.*

24. Vocational Education—A course in the study of the basis for the social demands for vocational education, and of the efforts on the part of the individual cities, states, and the United States to satisfy those demands In addition, the various types of vocational and pre-vocational schools and courses of study will be considered. *Elective not open to Freshmen. Second Semester. Three hours.*

31. Child Study—A presentation of the facts concerning the nature and development of the mind during childhood with special reference to the interpretation of these facts from the standpoint of the teacher. Extensive readings and observation. *Prerequisite, Education 21. Or Psychology 31. First Semester. Three hours.* (Not offered 1919-1920.)

32. Adolescence—A course in the intensive study of the mental life of the boy and girl beyond the period of childhood with special emphasis upon the relation of the scientific principles involved, with educational theory. *Prerequisite Education 31. Second Semester. Three hours.* (Not offered 1919-1920)

33 - 34 Principles of Education A study of education as a science. The physiological, the psychological, and the sociological aspects of education are outlined. The course of individual development is closely studied. In the second semester, attention is directed especially to problems of secondary education. The work consists of lectures, recitations, assigned readings and reports. Emphasis is laid on the importance of students' developing acquaintance with the literature of the subject. *Elective not open to Freshmen and Sophomores. Two Semesters. Three hours.*

35-36 Educational Problems. A seminar open to Huron teachers and advanced students in education for the discussion of timely topics in education. Day and evening classes. Throughout the year. *Three to five hours credit. (Hours to be arranged.)*

Special Methods.

38—Special Methods in Biology *Second Semester. Three hours.*

40—Special Methods in History (Not offered, 1919-1920)

42—Special Methods in English *Second Semester. Three hours.*
Prerequisite Education 21.

Note. The State requires fifteen semester hours of work in Education for those college graduates who desire a Teacher's Certificate. This work must be taken in History of Education, Principles of Education (Theory of Teaching, and Methods), and Educational Psychology.

ENGLISH

Professors Hutsinpillar and Reid

(A) ENGLISH LANGUAGE

11. English Composition

Texts: Linn's Essentials of English Composition.
Duncan, Graves, and Beek's Prose Specimens.
Required of all freshmen. Two semesters. Four hours.

21-22. A General Survey of English Literature--A course intended to give a general knowledge of English literature from the fourteenth to the twentieth century. A part of the course is concerned with the study of literary types. *Open to students who have had Courses 11 and 12 or their equivalent. Two semestes. Four hours.*

31. The Romantic Period--A course offering an intensive study of Coleridge, Wordsworth, Byron, Shelley, and Keats.
One semester. Three hours. Not given in 1919-1920.

33. Tennyson--*One semester. Three hours. Not given in 1919-1920.*

35. Shakespeare--*Open to upper classmen. Should be preceded by Courses 21 and 22. First Semester. Two hours.*

36. **Contemporary Drama**--*Second Semester. Two hours.*

41. **American Literature**--*First Semester. Two hours.*

42. **Milton**--*Second Semester. Three hours.*

(B) ENGLISH LITERATURE

21-22. The History of English Literature—A course in the origin and development of English literature. Lectures upon the chief writers, their times, their works, and their influence. Elementary discussion of the principles of literary criticism. A large amount of reading of English masterpieces will be required, for study and for report. A special feature of the course is a series of stereopticon lectures on the literary shrines and landmarks of England. *Open to students who have had Courses 11 and 12 or their equivalent. Two semesters. Three hours.*

31-32. Shakespeare and the English Drama—A careful study of selected plays. In the first semester will be read six or seven of the Comedies and two or three of the Histories. In the second semester the work will cover four or five of the great tragedies. Some library reading will be required, and there will be frequent reports upon topics suggested by the classroom work. Stereopticon lectures will make clear the chief features of Elizabethan life and the theatrical conditions of the time. *Open to Juniors and Seniors. Should be preceded by course 21-22. Two semesters. Three hours.*

This course counts as a major in the English and Public Speaking group.

35. The English Novel—A course in the structure and elements of the novel as a literary type. Lectures on the development of the novel in English literature. Detailed study of representative English novels. Considerable collateral reading will be required, some original research, and a thesis. *One semester. Three hours.*

33-34. Victorian Literature—A study of the literature of England from 1830-1900. Lectures on the earlier nineteenth century forces and movements as related to the subsequent literature of the century Chief attention will be paid to the leaders of the thought of the time and to those literary works that best expressed the spirit and tendencies of their age. *Open to Juniors and Seniors. Two semesters. Three hours.*

This course counts as a major in the English and Public Speaking group.

41. American Literature—A course in the history, development, and literary significance of American literature. Study of chief writers. Lectures upon literary periods and conditions, and upon individual authors. Library reading with essays and reports an important feature. Should be preceded by Course 21-22. *Open to Seniors and Juniors, and to others in special cases. One semester. Three hours.*

FRENCH

Miss van Steenderen

11-12. French I—Grammar and composition, Fraser and Squair. Easy reading. Bruno's Le Tour de la France. De Maistre's Les Prisonniers du Caucase. Mérimée's Carmen. Dumas' La Tulipe Noire. Dictation and conversation. *Two semesters. Four hours.*

21-22. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, de Maupassant, France, About, Balzac, Loti, Sand, Dumas, and Hugo, will be read. Pellissier's Précis de l'histoire de la littérature francaise. Composition and conversation. *Two semesters. Four hours.*

31. French III—(a) The purpose of this course is to give a brief survey of the history of French literature with special emphasis upon the nineteenth century. A careful study of the literary characteristics of Hugo and Balzac will be made. *Explications des textes* both in prose and poetry. Reports. *First semester. Three hours.*

32. French III—(b) A careful study of the three great dramatists Corneille, Racine, and Moliére. There will be a thorough study of the history and technique of the drama with special reference to the age of Moliére. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

33. A Course in French Phonetics—With conversation and composition. *Three hours.*

A combined major for modern language will involve 16 hours French and 24 hours German, or 24 hours French and 16 hours Spanish.

GERMAN

Professor Reid

11-12. Beginning German—Zinnecker's Deutsch fur Anfanger and Allen's Daheim. The essentials of grammar with practice in reading, speaking, and writing German. *Two semesters. Five hours.* This course does not count toward a major in German.

21-22. Freshman-Sophomore German—Gronow's Geschichte und Sage furnishes grammar review, composition and historical background. The other books studied in class illustrate periods of German history. Easy stories are assigned for outside reading. *Open to students who have completed course 11-12, Academy course IV, or two years high school German. Two Semesters. Four hours.*

31-32. Sophomore German—This is a reading course, with composition (partly independent), conversation and grammar review. The texts read are chosen mainly to illustrate various stages in the development of German literature, and are studied with reference to their literary quality; though a little scientific German is sometimes added. *Prerequisite course 21-22. Two semesters. Four hours.*

41-42. Literature Course—Either (a) a thorough study of one of the classic authors and his work, or (b) a survey of nineteenth century literature. *Prerequisite, course 31-32. Two semesters. Four hours.*

43-44. Composition and Conversation—Allen's German Life. Boezinger's Mundliche und Schriftliche Ubungen. Bishop and McKinlay's Deutsche Grammatik. German newspapers and magazines. *Prerequisite ,course 31-32. One semester. Three hours.* (Given 1916-1917)

45-46. Teachers' Course—Practical phonetics, methods of teaching beginning classes, and a review of grammar with reference to such teaching. *Prerequisite, course 31-32. One semester. Three hours.*

47-48. Scientific German—A scientific reader, with reports on assigned subjects. *Prerequisite, course 31-32. One semester. Three hours.*

Note: Cooperating with the State Council of Defense the above courses in German were not offered during the past year.

GREEK

Professor Notestein

11-12. Beginning Greek—Grammar, Reader, conversation, Anabasis. *Two semesters. Five hours.*

21-22. Second Year Greek—Anabasis continued, review of grammar, composition, conversation, Iliad Bks. 1-3. *Prerequisite, Courses 11-12. Two semesters. Five hours.*

31. Greek Drama and Oratory—Euripides' Alcestis and an oration of Demosthenes. *Prerequisites, Courses 21 aud 22. One semester. Four hours.*

32. Greek Philosophy—Plato's Apology, Crito, selections from the Phaedo. *Prerequisite, Courses 21 and 22. One semester. Four hours.*

41. Greek Drama—The Antigone of Sophocles, or the Prometheus Bound of Aeschylus. *Prerequisite, Courses 31 and 32. One semester. Three hours.*

42. Greek History—Herodotus or Thucydides. *Prerequisite, Courses 21 and 22. One semester. Three hours.*

43-44. New Testament Greek—John's Gospel, Pauline Epistles. *Prerequisite, Courses 21 and 22. Two semesters. Three hours.*

45. Greek Life and Literature—*One semester.*

46. Greek Art and Antiquities—*One semester.*

Knowledge of Greek not required for courses 45 and 46. Both courses will be made one, two or three hour courses according to the election of the class.

A combined major, unless otherwise arranged with the departments, will consist of Latin 16 hours, Greek 24 hours.

HISTORY

Professor Williams

21-22. American History--The main divisions of this course will be the Colonial Period; the American Revolution; Formation and Development of the nation (1783-1829); Foreign Relationships and Development of Foreign Policies; Division and Reunion, National Development and Expansion; America's place in the World War and her place among nations following the war. The aim of the course will be not merely to acquaint the student with the important events in American history, but also with American institutions and ideals viewed in the light of the conditions which brought them forth. It will seek to aid the student to understand America, her life, ideals, and problems, and will thus afford essential training for a life of good and efficient citizenship. *Required of Sophomores. One Semester. Three hours*

31-32. Modern European History–(a) The early modern period. The study of this period will include the following topics; the Renaissance; the Reformation; Growth of National States; Constitutional development in England during the 17th century; Colonial expansion. (b) The later modern period. In the study of this period the topics to receive special attention will include the rise of Russia and Prussia; the old regime in Europe; the French Revolution; the Era of Napoleon, the Era of Metternich; Unification of Italy and formation of the German Empire; the industrial Revolution; European expansion, and growth of Democracy.

(c) Europe in the 20th Century. This division of the course will deal with the Immediate background of the World War. It will include therefore, a study of the conflict of interests, territorial, political, and economic, of the nations at war; armed peace; formation of Triple Alliance; origin of Triple Entente; the minds of the peoples at war; the immediate occasion of the war and widening area of conflict; issues of the war; terms of peace, and international relations. *Open to Juniors. Two semesters. Three hours.*

LATIN

Professor Notestein, Miss French

The courses in Latin are designed not only to train students to read and enjoy the classical authors but also to awaken in them an intelligent interest in the great tradition of Latin culture and humanity. To this end constant use is made of such books as Sandys' *Companion to Latin Studies* and *History of Classical Scholarship*. Since a large proportion of those who study Latin in college intend to become instructors in secondary schools, care is taken that such students shall be made familiar with the best and most up-to-date methods of secondary instruction, and that they shall be thoroughly equipped with the vocabulary and the knowledge of syntax which are necessary for successful work. The Freshman course is confined strictly to prose, the Sophomore course to poetry; these two courses have been planned to give to students who finish only two years of college Latin at least an introduction to all which is best and most famous in Latin literature and tradition.

11-12. First Year Latin—Accidence and syntax. Conversation and prose composition. Reading from Nepos' *Lives*, Caesar's *Gallic War*, and Ovid's *Metamorphoses*. Open to students who have entered college without Latin. *Two semesters. Five hours.*

21-22. Second Year Latin—Reading from Cicero's *Orations* and from Virgil's *Aeneid*. Prose composition. Open to students who have had course 11-12 or its equivalent. *Two semesters. Five hours.*

13. Essays and Letters—Cicero's *De Senectute* and *De Amicitia*. An essay of Seneca. Selections from the letters of Cicero and Pliny. A brief outline of the history of philosophy at Rome. English readings in *A Companion to Latin Studies*, in Wilkins' *Roman Literature*, and in Plutarch's *Lives*. The art of rendering Latin in good English. Prose composition and word-formation. Practice in the English pronunciation of Latin, to enable the student to pronounce correctly professional Latin and the Latin words, phrases, and proper names which occur in English discourse. *Freshman course. First semester. Four hours.*

14. Roman History—Sallust, Livy, Tacitus. English readings in *A Companion to Latin Studies*, in Mommsen's *History of Rome*, and in Plutarch's *Lives*. Style in Roman historical writers: the influence of poetry on prose. *Freshman course Second semester. Four hours.*

23. Comedy and Satire—Comedies of Plautus and Terence. Selections from the satires of Horace and Juvenal and from the epigrams of Martial. English readings in Sellar's *Roman Poets. Sophomore course. First semester. Four hours.*

24. Lyric, Elegiac, Pastoral, and Didactic Poetry—Horace's *Odes*. Selections from Catullus, Tibullus, Propertius, and Ovid, and from Virgil's *Eclogues* and *Georgics*. English readings in Sellar's *Roman Poets. Sophomore course. Second semester. Four hours.*

Junior and Senior Electives

Of the four courses which are listed below it is not anticipated that more than one will be offered in the same year. Selection will be made to suit the necessity and wishes of advanced students.

31. Republican and Augustan Prose—Cato, Cicero, Varro, Sallust, Livy. Passages set for private reading. *First semester. Three hours.*

32. Republican and Augustan Poetry—Ennius, Lucretius, Catullus, Virgil, Horace, Tibullus, Propertius, Ovid. Specimens and fragments of early Latin. Passages set for private reading. Literary activity at Rome under Augustus: the circle of Maecenas. *Second semester. Three hours.*

33. Post-Augustan Prose—Quintilian, Petronius, Seneca, Apuleius, Tacitus, Suetonius, Velleius Paterculus, Valerius Maximus, *Scriptores Historiae Augustae*. Passages set for private reading. *First semester. Three hours.*

34. Post-Augustan Poetry—Lucan, Flaccus, Statius, Persius, Juvenal, Martial, *Pervigilium Veneris*. Passages set for private reading. *Second semester. Three hours.*

35-36. Roman Drama—The comedies of Plautus and Terence and the tragedies of Seneca. As many as possible of the plays will be read at lectures; others will be set for private reading. The origin and history of Greek and Roman drama. Metres. *Two semesters. Three hours.*

41-42. Teachers' Course—Selections from Caesar, Cicero. and Virgil, and from other authors whose works are commonly read in secondary schools. Accidence, syntax, and vocabulary of classical Latin. The quantitative method of pronouncing Latin verse. Methods of teaching Latin in secondary schools. *Two semesters. Three hours.*

Courses in English Open to All College Students

43. Latin Literature—The history of the Latin language and literature from their beginning to the renascence of learning. *First semester. One hour.*

44. Roman Antiquities—The life, art, civilization, law, religion, and industries of the ancient Romans. Extant monuments. Platner's *Ancient Rome. Second semester. One hour.*

LIBRARY SCIENCE

Miss McIntire

32. Elementary Course—Principles of classification, arrangement and use of books, including the use of catalogues, indexes and government material. General information concerning the care of small school libraries. *Open to Seniors and Juniors. Second semester. One hour.*

MATHEMATICS

Professor Myers

11. Trigonometry—Development of formulae, use of tables, and the solution of triangles. Emphasis is laid upon the application of this study to simple problems in measurements and to its use in engineering and other sciences. *Required of Freshmen. First semester. Four hours.*

12. College Algebra—Review of quadratics, graphic representation of equations of the first and second degree, radicals, complex numbers, mathematical induction, and the elementary theory of equations. *Required of Freshmen. Second semester. Four hours.*

21. Analytic Geometry—A continuation and extension of the study of the relation between equations of curves and their graphic representation with special attention to the development of the standard equations of the straight line and of conics. Emphasis will be placed upon the solution of problems. *Prerequisites, courses 11 and 12. First semester. Four hours.*

22. Elementary Calculus—The development of the more common formulae for both differentiation and integration, simple problems in maxima and minima, with other applications of the calculus. The aim of the course will be to introduce the student to the method of the calculus aud its wide application to problems in science and engineering. *Prerequisite Course 21. Second Semester. Four hours.*

33. Advanced Calculus—All the standard formulae developed and used, reduction of integrable forms to standard types, geometric and analytic definitions of integration, with many problems from geometry, physics and other sciences. *One semester. Three hours.* (Given in 1918-19 and alternate years.)

34. Differential Equations—The solution of many types of differential equations of the first and second orders. *One semester. Three hours.* (Given in 1918-19 and alternate years.)

31. Astronomy—A course in descriptive astronomy with only so much mathematics as can be comprehended by one who has had the freshman courses; the earth and its motions, the moon, the sun and planets, comets and meteors, stars and nebulae. *Prerequisites, courses 11 and 12. First semester. Three hours.* (Given in 1917-18 and alternate years.)

32. Surveying—The use of the level and transit, general principles of land surveys, platting. *Prerequisites, Courses 11 and 12. Three hours a week of class room work for the first six weeks and six hours a week of field and office work for the remainder of the semester.* (To be given in 1917-18 and alternate years.)

43. Solid Analytics—Co-ordinate geometry of three dimensions. *Prerequisite, course 21. One semester. Three hours.*

44. Theory of Equations—A continuation of the subject matter of college algebra for those who have attained a certain mathematical maturity. *Open to students with two years of college mathematics. One semester. Three hours.*

Courses 43 and 44 will be given whenever a class of not less than three students desire the course.

MUSIC

Miss Maclean and Miss Cannon

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing courses leading to the degrees of A. B. or B. S. as indicated below. But not more than four semester hours may be elected by college students in any one year.

31-32. Harmony—Study of intervals and musical notations, the formation of the triad and chord connection. Chords of the seventh, modulation and keyboard work. Systematic harmonizing of melodies which modulate. Study of non-harmonic tones such as suspensions, retardations, appogiaturas anticipations, passing tones, embellishments. Writing of single and double chants, chorals. *Elective to Juniors and Seniors. Two semesters. Two hours.*

33-34. Theory of Music—A study of the principles of acoustics, perception of sound, overtones, rhythm, notation, figure treatment. Thematic, rhythmic, and harmonic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, Canon, Fugue, and the various vocal forms. *Elective to Juniors and Seniors. Two semesters. One hour.*

35-36. History of Music—Ancient and mediaeval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music. Development of the various musical instruments, the Opera and the Oratorio. History of the classic and romantic periods. Modern music and musicians. *Elective to Juniors and Seniors. Two semesters. One hour.*

PHILOSOPHY AND PSYCHOLOGY

President Gage and Professor Williams

Life now as never before is to be directed by ideas, or ideals. Knowledge and appreciation, therefore, of the world of ideas are a very essential part of a liberal education. Hence it is to acquaint the student with the ideas that have controlled and are now directing life, and thus to give him advantage of this knowlege in his own thinking that the courses in psychology and philosophy are offered. A larger number and more specialized courses will be offered when sufficient demand arises.

31-32. A. **Introductory Psychology**—This course will be devoted to the various psychological processes and distinctions with a view to affording the student a point of view and such information as will prepare him for independent study and investigation, especially in the fields of psychology, philosophy, and education. Simply experiments illustrating the main and accepted facts of psychology will be expected of each student.

B. **Psychology of Thinking**—This course is a continnation of "A". Its aim will be the study of reflective thought. The point of view will be that thinking arises out of difficulties in our experience and that it has as its object or end their solution. The course, therefore, will include (1) a preliminary survey of animal and human behavior with a view of determining the conditions which give rise to reflective thought, and (2) an account of how thought proceeds in the solution of difficulties or problems. Various applications of facts developed will be made to scientific method, philosophy, education and practical life.

C. **Social Psychology**--Attention in this course will be centered on the processes and relationships that go to build up the social self. The course will include therefore (1) an interpretation of the concepts of social psychology, such as instinct, imitation, suggestion, etc., and (2) a study of the effects of interpersonal relationships, groups, and institutions. Constant application of the facts developed will be made to the affairs of practical life and the bearing of these facts on education, ethics, history, sociology, and political science will be pointed out. *Courses 31 and 32 are required of Juniors. Two semesters. Four hours.*

33. Logic--The subject matter of this course wfll include the topics usually studied in introductory logic, such as the concept, the various forms of judgment, inductive and deductive aspects of reasoning, the nature and use of the hypothesis, the syllogism, fallacies, etc. The aim of the course throughout will be to show the vital connection between logic and action or experience and to show that thinking arises out of the problems of conduct and finds it justification in the effectiveness with which it meets these problems.

The course is expected not only to give the student training in critical habits of thought, but also to form some basis for subsequent philosophical study. *Open to Sophomores. One semester. Three hours.*

35-36. History of Philosophy-The main divisions of this course are (1) Greek, (2) Hellenistic-Roman, and (3) medieval and modern philosophy. Its purpose is (1) to afford essential information concerning the history of thought considered in relation to the sciences and to social and political conditions and (2) to acquaint the student with the fundamental problems of philosophy as they have been dealt with in the more important systems. In addition to a suitable text, selections from various authors will be read. *Open to Juniors. Two semesters. Three hours.*

41. **Nineteenth Century and Contemporary Thought**--The main topics studied in this course will be Romenticism, Utiltarianism, the Philosophical implications of the Theory of Evolution, the scientific as compared with the philosophical point of view, and Pragmatism. The purpose of this course is to acquaint the student with the main lines of thought operative in the writings of the more serious thinkers who are shaping present day opinion and to afford him an opportunity to formulate, through critical comparison, a point of view of his own. *Open to Seniors who have had History of Philosophy. One semester. Three hours. Not given in 1919-20.*

42. Evolution of Morality--This course will be devoted to the study of the historical development of the moral life and moral standards as found in primitive groups, customs, law, religion, political science, and economics. The course is designed to afford an opportunity for more intensive study of the fundamental moral concepts, and thus to give the student a more critical insight and appreciation of the moral life. *Open only to those who are taking History of Philosophy and to Seniors. One semester. Three hours.*

PHYSICS

Professor Davidson

11. Mechanics, Molecular Physics and Heat—A careful study is made of the most important principles in these subjects, and the work of each lesson is supplemented by laboratory investigation of the principles taught. A minimum of 20 accepted experiments is required of each student. *Elective open to all who have completed or are taking Mathematics 11. First semester. Two hours recitation and four hours laboratory.*

12. Electricity, Sound, and Light—This course is a continuation of 11 and is conducted on the same plan.

21. Heat—Among the topics treated are: Continuity of state, Carnot's Cycle, First and Second Laws of Thermodynamics, Free Expansion of Gases, Pyrometers, Convection, Conduction, and Radiation. *Elective open to students who have completed courses 11 and 12. First semester. Two hours recitation and lecture, four hours laboratory.*

22. Light—This course includes a study of Optical Constants of Mirrors and Lenses, Aberration, Optical Instruments, Velocity of Light, Wave Theory of Light, Radiation, Interference, Diffraction, Polarization, Theories of Reflection and Refraction. *Elective open to students who have completed courses 11 and 12. Second semester. Two hours recitation and lecture, four hours laboratoy.*

POLITICAL SCIENCE

41. Government and Politics in the United States—The historical development of the American government is traced by reference to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors and Juniors. One semester. Three hours.*

33. Comparative Government--Interest in this course will be centered first on the government of the United States. An attempt will be made to trace the genesis of our governmental institutions and ideals. With the knowledge of our own government as a foundation the problem of government will be studied. This will lead to a comparative study of various governmental systems of European nations. This course should be of great value to any student, but especially to those who expect to do special work in any of the social sciences. *Open to Juniors. One semester. Three honrs.*

43. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events in British and American history illustrative of the principles involved are cited for investigation and discussion. *Elective open to Seniors and Juniors. One semester. Three hours.*

44. Political Theories—The historical development of the theories of the state are carefully traced. The various forms of the state are first considered with special reference to their respective times and peoples. The modern political ideas are then considered with special reference to the great world powers of today. *Elective open to Seniors and Juniors. One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomores or special students who have had the necessary preliminary courses.

SPANISH

Miss Weir and Miss van Steenderen

11-12. Spanish I—Grammar and Composition. Easy reader. Alarcón's El Capitán Veneno. Bretón's ¿ Quien Es Ella? Galdós's Marianela. *Two semesters. Three hours.*

21-22. Spanish II—Composition. Alarcón's El Sombrero de Tres Picos Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's E Haz de Leña. Galdós' Doña Perfecta. Collateral reading. *Two semesters Three hours.*

The Academy

The Academy courses have in view two distinct objects: First, to prepare the student for further study, either at Huron College or at any other standard college; and secondly, to give as broad and practical an education as possible to students who cannot take a college course.

A total of sixteen units, with the required work in Bible, is required for graduation. Of these sixteen units, eleven are required, as follows:

English	4 units
Mathematics	2 units
History	2 units
Foreign Language	2 units
Laboratory Science	1 unit

Two diplomas are granted by the Academy. A student who includes in his five electives more than three commercial units receives the Commercial-Academic Diploma. All other graduates receive the College Preparatory Diploma.

A student should choose each year four studies from the list of those offered for that year. Or he may elect in any year a study listed for a previous year, which he has omitted. (Except that Elementary Science may not be taken after Biology.) No student is ordinarily permitted to take work in advance of his registered standing. Second and Third Year Students take Bible the first semester, First and Fourth Year Students take it the second semester. All of the following courses apply toward graduation:

First Year.
English.
Algebra.
Ancient History.
Beginning Latin.
*Elementary Science.

Second Year.
English.
Plane Geometry.
Medieval and Modern History.
Caesar.
German.
†Commercial Work.

Third Year.
English.
Solid Geometry and Advanced Algebra.
Cicero.
German.
Greek.
Biology.
†Commercial Work.

Fourth Year.
English.
Physics.
Virgil.
German.
Greek.
United States History and Civics.
†Commercial Work.

*Note 1—Elementary Science may not be credited as a laboratory science, but as an elective.

†Note 2—The following commercial subjects may be elected: Bookkeeping, Commercial Arithmetic, Commercial Law, Shorthand and Typewriting. Commercial Correspondence may be substituted for one-half unit of Academy English by special permission.

Explanation of Academy Courses

BIBLICAL COURSES

The courses of Bible study for the first two years follow the Bible narrati along the thread of Hebrew history, for knowledge of the more constructi events, the more significant lives, and the gradual unfolding of the monotheist religion that began then to make itself the principal influence in civilizatio Incidentally the simpler forms of the literature are examined for their literary efficiency values. To begin to know and appreciate the main contents of t Old Testament with the New, is believed to be the most satisfactory foundati for all other requirements.

The last two years of Bible study include: (a) the life of Christ, both biographic details and in religious significance, with examination throughout the Christ as the Son of God who "taught with authority"; and (b) the ea history of the Christian Church, with special study of the portions of the aposto writings that have proved to be the most expressive of the Christian spirit.

Much elucidative material, such as maps, charts, outlines, and pictures, accessible. A general knowledge of Bible lands and customs is gained. T method includes text-books, constant use of the Bible, lectures, and referenc

I. **Old Testament**—The history of the Hebrews down to the rise the monarchy. *Required of first year Academy students. Second semester. T hours.*

II. **Old Testament**—The Old Testament History from David to t Christian era. *Required of second year Academy students. First semester. T hours.*

III. **New Testament**—The life of Christ in the four Gospels. *Requi of third year Academy students. First semester. Two hours.*

IV. **New Testament**—The Founding of the Christian Church. The and work of the apostle Paul and the message of his epistles. *Required fourth year Academy students. Second semester. Two hours.*

ENGLISH

I. Rhetoric and Composition. Elementary text and constant practice the writing of sentences and paragraphs, with such reading as will serve to in mind the customs of good writers and publishers in the matters dealt wi Following this, there will be the reading, in classroom and outside, of selecti from standard prose literature, with such essays as may be suggested by classroom reading. Besides these, where practicable, individual classics will read and discussed. *First semester, five hours. Second semester, four hours.*

II. Elementary English Grammar, with exercises in composition corr tive to it, will constitute the work of the first semester. The second semester be given to the reading of classics and to more advanced processes in Eng composition. *First semester, four hours. Second semester, five hours.*

III. This year's work will have to do largely with the study and anal of classics, combined with the writing of essays, mostly critical, and the st of plans for such essays. Library work will be a special feature. *First seme three hours. Second semester, five hours.*

IV. The first semester's work will be a thorough review of English Grammar. An advanced text will be used, and the attempt will be made both to prepare the student for the composition work of Freshman year in college and to fix in mind the usages of good English in their relations to everyday life. The analysis and construction of effective English sentences will be a prominent feature. The second semester will cover the field of English or of American literature in the main facts of its history. Library readings will be a feature. This course for the first semester shall be required of all Academy students conditioned in their third year composition or grammar in English; and of any Freshman whose English writing is notably deficient upon entrance. *Elective open to fourth year Academy students. First semester, four hours. Second semester, five hours.*

GERMAN

III. Beginning German—The essentials of grammar, with easy readings and practice in speaking and writing. *Two semesters. Five hours.*

IV. Second Year German—The study of grammar and composition is continued. The texts read usually illustrate German life and customs, besides affording a basis for conversation. *Two semesters. Five hours.*

GREEK

It is advisable that students begin the study of Greek as early as the Third Year Academy, but those not having begun it then may take the beginning course in any year and after the first year's work may carry double work if so desired.

II. Classic Myths—As preparatory to an intelligent study of literature, a course in the Myths of Greece and Rome will be given. Text-book: Guerber's Myths of Greece and Rome. *One semester. One hour.*

III. Beginning Greek—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading and conversation will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Two semesters. Five hours.*

IV. Second Year Greek—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Two semesters. Five hours.*

HISTORY

I. Ancient History—This course consists of a brief account of the Oriental peoples, followed by the history of Greece and Rome. *First semester, five hours. Second semester, four hours.*

II. Medieval History—This course, after briefly reviewing the leading facts of medieval Europe, takes up a general survey of the progress of Europe from the beginning of the 16th century to the present time. The latter part of the course is supplemented by current history.

IV (a). **American**—A topical study in American history designed to prepare the student for an advanced course in American politics. *First semester. Five hours.*

IV (b). **Civics**—This course includes a study of local government as illustrated in township, city, and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Second semester. Five hours.*

LATIN

I. **Beginning Latin**—Smith's Latin Lessons is the text used. A thorough knowledge of the principles of syntax and word forms is required. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

II. **Second Year Latin**—Caesar. Books I-IV of Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

III. **Third Year Latin**—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

IV. **Fourth Year Latin**—Virgil. Books I-VI of the Aeneid of Virgil are read, with supplementary study along the lines of syntax, the epic form, prosody, scansion, rhetorical figures, and mythology. *First semester, five hours. Second semester, four hours.*

MATHEMATICS

I. **Algebra**—This course will be an introduction to the elementary conceptions of algebra, including factoring, solution of simple and simultaneous equations, both algebraically and graphically, and an introduction to quadratic equations. *Two semesters. Five hours.*

II. **Plane Geometry**—(a) A study of triangles, circles, and methods of construction will be the content of this course. *First semester. Five hours.*

(b) Proportion, similarity of polygons, and an extension of construction methods will be the work covered by this course. *Second semester. Five hours.*

III. **Algebra**—This course, which will be introduced by a thorough review of the elementary algebra, will include imaginaries, progressions, binomial theorem, extraction of roots, expansions, and the solution of both simple and simultaneous quadratic equations. *Second semester. Five hours.*

IV. **Solid Geometry**—The application of the principles of plane geometry to three dimensional space. *One semester. Five hours.*

SCIENCE

I. **Elementary Science Course**—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development

and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Second semester. Five hours.*

III. (a) **Zoology**—The purpose of this course is to afford a broad view of the animal kingdom, and a foundation on which to base future study and observation. The course will involve a general survey of the structure, functions, habits, and life history of representative animals of the various phyla. Special emphasis will be laid upon the more important principles of animal ecology. Each student will be required to do considerable field and some laboratory work. *First semester. Five hours.*

III. (b) **Botany**—The first part of this course will involve considerable laboratory work, illustrative of the storage of food in seeds, the germination of seeds, and the microscopic structure of roots, stem and leaves. The latter part of the course will be devoted to field work and plant analysis. *Second semester. Five hours.*

IV. **Physics**—A thorough study of the elementary principles of Physics. The laboratory work is considered an important part of this course. A minimum of forty accepted experiments is required of each student and the aim is to introduce the student to the method of true scientific investigation. *Two semesters. Three hours lecture and recitation and two hours laboratory.*

HURON COLLEGE
HURON, SOUTH DAKOTA.

Teachers' Normal Courses

LEADING TO STATE CERTIFICATES AND LIFE DIPLOMAS

In order to meet the great demands made upon colleges for well trained teachers, Huron College offers the following courses leading to a State Certificate and a Life Diploma. These courses in general follow the courses regularly offered in the Academy and College departments. They are properly coordinated with each other so that the student who is compelled to drop out during his course will have the proper training to fit himself for successful teaching and at the same time not hinder his progress towards the baccalaureate degree. They are so arranged that a student may take his professional training either in the fourth, fifth, or sixth year and have the same count towards his Academy diploma or College degree.

Of the professional subjects that are offered some are given only during the regular year while others are given in the Summer School. The Huron College Summer School is an integral part of the College and has at its disposal all the facilities of the College, which guarantees the excellency of its work. This arrangement will give the student an opportunity to continue his regular college or academy work during the first two semesters of the year and specialize on professional training during the summer term.

PROFESSIONAL SUBJECTS

The professional subjects offered are:

1. **Pedagogy**—(Didactics, Intermediate and Grammar Grade Methods, Primary Methods, Elementary Psychology). Summer School.
2. **Normal Reviews** in Grammar, Arithmetic, Geography, Reading. Summer School.
3. **History of Education.** *One semester.*
4. **Methods in Education.** *One semester.*
5. **General Psychology.** *Two semesters.*
6. **Principles of Education.** *Two semesters.*

Of the above courses, a minimum of fifteen semester hours is required of the student who desires a state certificate. If the Normal Review subjects are elected, the same will be accepted as one of the sixteen units required for graduation from the academy. If the History of Education and the Methods in Education are taken during the Freshman year in college, the four semester hours will count as three semester hours towards a baccalaureate degree. By special arrangements Sophomores may be admitted to the class in General Psychology, which is given regularly in the Junior year in college. The principles of Education is an elective course open to Juniors and Seniors in college and should be taken by students during their last two years in college.

OUTLINE OF NORMAL COURSE

(For a description of the courses in the following subjects, the student is referred to the College catalogue and to the Summer School Bulletin.)

A student is required to take four subjects during each of the six years of the Normal Course. In making his selection of subjects, however, he must conform to the requirements for a state certificate. This means that the following subjects must appear in his course:

1. **English**—108 weeks (must include Rhetoric and Composition).

2. **Mathematics**—Algebra, 36 weeks, to quadratics—Plane Geometry, 36 weeks.

3. **History**—American (including Civics) 36 weeks—European, 36 weeks.

4. **Science**—36 weeks. This year in Science may be any one of the following: Physics, Physical Geography and Geology, Botany and Zoology, Chemistry.

During the first year the student may take any four of the five subjects which are given below as first year subjects. During the second year he may take any four of the subjects given as second year subjects; or he may take the subject omitted during his first year and three of the second year subjects. He may thus at any time take up any subject that he has omitted during a previous year (except that he may not take Science I after he has taken Science III); but at no time will he be permitted to enroll for a subject ahead of the year in which he is classified.

The first four years of the Normal Course is a standard high school course, and is in conformity with the requirements for graduation from the Academy, and will entitle the student to a diploma from the same.

(The above arrangement applies only to the first four years of the course.)

SUBJECTS

First Year

English I	5
Algebra I	5
Latin I	5
Science I	5
Ancient History	5

Second Year

English II	4
Plane Geometry	5
Medieval and Modern History	5
Latin II	5
German	5

Third Year

English III	3
Algebra III and Solid Geometry	5
Latin	5
German	5
Greek	5
Science III	5

Fourth Year

Physics	5
American History and Civics	5
English	5
Latin	5
Greek	5
German	5
Normal Reviews	5

Fifth Year		*Sixth Year*	
Education	4	Education	4
English	4	History	4
Algebra	4	Biology	4
Chemistry	4	Chemistry	4
Biology	4	Physics	4
German	4	German	4
Latin	4	French	4
Greek	4	Latin	4
		Greek	4
		English	4

The courses in Education open to Sixth year students are Methods and History of Education (if not elected in the fifth year) and General Psychology or some other course not previously taken.

In addition to these specific requirements, many other teachers' courses are offered in the Summer School and the teachers are invited to avail themselves of this splendid opportunity. These courses are all approved by the State Department of Public Instruction, and will be accepted towards a normal course in this school or any other college or normal school in the state.

Those who have successfully completed the above course will be accorded the same privileges in regard to exemption from examination for state certificates as are given to graduates of the normal schools of the state and of similar courses in the State University.

Students who successfully complete the above outlined *Six-Year Normal Course* will in most cases have completed the Sophomore year in the regular College course, and will be entitled to receive a State Certificate.

Students completing the *Four-Year College Course* will receive a bachelor's degree from the College and are entitled to receive a provisional state certificate, which will terminate in a life diploma after they have secured the required forty months of successful experience. This course especially trains students to teach special subjects in four-year accredited high schools.

Approved this third day of July, 1915,

by C. H. LUGG,

Superintendent of Public Instruction.

Summer School

ORGANIZATION

The Summer School was established in 1901. It is an integral part of the work of Huron College. The Trustees and Faculty are committed to the policy of furthering the interests of this School in every possible way. The work done in the Summer School is not inferior in quality. The College is responsible for the conduct of all courses and with all the resources at its disposal, guarantees their excellence. All work is done under the supervision of the President of the College. Instruction is given by members of the Faculty of the College with the assistance of lecturers and teachers who are expert in public school methods and problems.

AIMS

The summer term begins immediately after the College commencement and continues six weeks. Teachers, more than almost any other class of workers, need to do advanced work continually if they wish to keep abreast of the times. Courses in the Summer School are arranged with special reference to the needs of public school teachers who cannot spare the time to attend school during the regular school months.

Huron Summer School will appeal especially to teachers and students who are seeking an opportunity to study seriously and to accomplish some definite purpose. Those who wish their summer study to issue in some practical result, should remember that the aim of the school is to produce such results. Special entertainment is provided but mere entertainment is not the goal. The College authorities feel that it is better to aim at work which issues in achievement, for no entertainment is quite equal to that of interesting and efficient work. In the conduct of courses, it is not planned to do the work of students for them by lectures in the classroom and from the chapel rostrum. The idea is rather to make work enjoyable and to fit students for the joy of thinking and working for themselves.

PREPARATION FOR TEACHERS' EXAMINATIONS

In outlining the courses, special attention is given to the fact that many young people are each summer preparing to write the examination papers required for a teacher's certificate. The School will be of special service to those who have this end in view. One who has some preliminary preparation should be able, during six weeks of study, to make up deficiencies in one or two subjects and to review other subjects so as to pass the examination for the first grade certificate. Examinations for this certificate are generally given after the close of the Summer School in the latter part of August.

Students who wish to prepare for Primary, Second or Third Grade Certificates are reminded that examinations for these three classes of certificates are generally held during the last week of the term. Those who choose can plan their work to meet the requirements of these examinations.

PREPARATION FOR PROMOTION

To hold a teacher's certificate of any grade may mean much or little. Certificates guarantee neither high intellectual ability nor skill in teaching. Requirements for certificates represent a minimum of scholarship, without which the law will not allow one to teach. But ambitious teachers are not content to rest on the least possible scholarship required of them. Those who are advancing to better and more remunerative positions do more than they are compelled to do. The simple requirements of the law are not sufficient for them. They are continually seeking to enrich experience, to come into contact with new ideas and with people who have such ideas, and to broaden the intellectual horizon by every possible means. Such ambitions make one a candidate for promotion in the teaching profession and in any walk of life. Huron Summer School is organized to serve those who are seeking better positions.

COURSES FOR COLLEGE AND ACADEMY STUDENTS

College and Academy students are continually inquiring about the possibility and the advantage of pursuing courses in Summer School. Under the old division of the year into three terms of twelve weeks each, it was possible by reciting twice a day in a subject for six weeks to make one full term's credit. Now, with the college year divided into two semesters of eighteen weeks each, it is more difficult to arrange to give college and academy credit for work done in the Summer School. However, the doors of the School are not closed to students who for any reason wish to enroll for college and academy subjects. It frequently happens that students who have been given conditional classification wish to remove conditions during the summer. Others wish to proceed to graduation faster than the provisions of the schedule of the regular year allow. To such students the opportunities of the Summer School are open, but in each case arrangements should be made in advance. Such courses receive special instruction and will be offered when a sufficient number of students request that the course be given. Unless special arrangements are made whereby summer courses are outlined to proceed with special rapidity, students may count on receiving hour-for-hour credit from the College Registrar.

TEACHERS' COURSES

Special courses and lectures in pedagogy and in such subjects as Elementary Agriculture and Nature Study. Announcement of such courses is made each year in the Summer School Bulletin.

Courses in the following departments of instruction are regularly scheduled each year: Pedagogy, Mathematics (including Arithmetic, Algebra, and Geometry), History, German, Latin, Civics, English Grammar, Rhetoric and Literature, Geography, Natural Science (including Physiology and Physics) Penmanship and Spelling, Drawing, Primary Methods, Public School Music, Voice, and Piano.

Several courses in each one of the above departments will be regularl scheduled. All courses of study required for the First Grade Certificate will b offered. Other courses of study and other subjects will be offered if desired b a sufficient number of students and if permitted by the time available.

EXPENSES

*Tuition, term of six weeks	$15.0
Room rent, by the term at Voorhees Dormitory	7.0
Table board, if paid in advance by the term	25.0
Total for term of six weeks	$47.0

***Note**—Student taking work in High School, Academy, or College subject will pay an additional fee of five dollars.

Those who are interested will receive the Summer School edition of th College Bulletin on sending a request to the President of the College.

Huron Business College and School of Commerce

THIS DEPARTMENT OFFERS THREE COURSES:

THE COMMERCIAL-ACADEMIC COURSE

THE ACCOUNTING COURSE

THE STENOGRAPHIC COURSE

The Commercial-Academic Course—The more responsible and important positions of business life require a broader educational foundation than is usually afforded by business colleges. The Commercial-Academic Course is recommended to meet this requirement. In some subjects, it coincides with the curriculum of the Academy and Normal School. Certain subjects, however, are omitted from these courses and the subjects of the Accounting and Stenographic Courses are substituted for them. The student thus receives the benefit of both the cultural and the professional studies. For details of this course, reference should be made to the outline and description of the Academy courses as well as to the outline on the following page.

The Accounting Course—This course is designed for those who have not time to take the longer Commercial-Academic Course, but who wish preparation in actual business methods. It requires one year of time and gives the student practical training for any ordinary business position.

The subjects treated in this course are Bookkeeping, Business and Office Practice, English and Commercial Correspondence, Spelling, Penmanship, Arithmetic and Rapid Calculation, and Commercial Law. Students should have the equivalent of eight grades before attempting this course. Those presenting advanced high school or academic credits may substitute work in the College, Academy, or School of Music for the credits accepted by the Registrar. For details of the subjects studied, reference should be made to the outline and description of courses on the following pages. The time required for graduation is one school year.

The Stenographic Course—This course is also designed for those who have not time to take the Commercial-Academic Course, but who wish to become stenographers. The time required is one school year. It includes a practical training in Shorthand, Typewriting, and Spelling. Opportunity is also offered for instruction in elementary Bookkeeping. However, students desiring to become efficient bookkeepers as well as stenographers, should arrange to take this work in two years.

It is suggested that students have the equivalent of a high school education before enrolling in the Stenographic Course, as stenographers should have a thorough familiarity with English. Those presenting advanced high school or academic credits may substitute work in the College, Academy, or School of Music for the credits accepted by the Registrar. This allows additional training in English, as college freshman English may be elected by high school graduates and advanced courses in academy English by those with previous high school training.

Competent stenographers are always in demand. The occupation is pleasant and remunerative, and there are plenty of opportunities for advancement. It is a fact that many prominent citizens were at one time stenographers. The same opportunity is open today to those who have the training and the desire to become efficient workers.

Training for Commercial Teachers—While we especially recommend the College Course for those who are fitting themselves as commercial teachers, a shorter course has been outlined for those who have but a limited time to spend in preparation. The time necessary to complete this shorter course would vary from a few months to a year or more, in proportion to the ability and industry of the student. The increased demand for high school commercial teachers indicates that it is well worth the student's time and effort to make thorough preparation for such employment.

Business Positions—We are frequently called upon to furnish young men and women to fill positions in business houses, and for some time past the demand has been greater than the supply. There is an ever increasing call for stenographers and bookkeepers, especially the former, to occupy positions in the Government Service. We have in the past placed our students in paying positions as fast as they became qualified to fill them, and the ambitious student need have no misgivings about finding a place today.

Advantages of Attending Huron College—Huron College offers, besides high grade business courses, the social and intellectual life of a college of recognized standing. The City of Huron is centrally located and is easily reached from all parts of the state. There is also a good opportunity for students to earn a part or all of their expenses.

OUTLINE OF THE COURSES

The numbers at the left of the outline refer to the following paragraphs, where a description of the work covered in each subject is given. Those at the right indicate the number of hours required in the class room each week.

	Accounting			Stenography	
		First Semester			
1	Introductory Bookkeeping and Business Practice	10	2	Shorthand:	
				(a) Elements of Phonography	5
5	Commercial Arithmetic and Rapid Calculation	5		(b) Dictation	2
			3	Typewriting	10
6	English and Spelling	5	6	English and Spelling	5
8	Penmanship	5	8	Penmanship	5
		Second Semester			
1	Advanced Bookkeeping and Office Practice	10	2	Shorthand:	
				(a) Speed Practice	5
5	Commercial Arithmetic and Rapid Calculation	5		(b) Advanced Dictation	2
			3	Typewriting	8
7	Commercial Correspondence	3	7	Commercial Correspondence	3
8	Penmanship	5	8	Penmanship	5
9	Commercial Law	4	4	Stenographer's Office Practice	2

EXPLANATION OF COURSES

1. (a) **Bookkeeping**—This course affords instruction in the fundamental principles of accounting. Modern double and single entry sets of books are kept. In addition, the student is given repeated drills in opening and closing various sets of books, taking trial balances, and preparing the financial statements.

Business knowledge and routine are acquired through the study of the facts concerning the transactions, the business papers involved, and the proper book entries. Invoices, bills, checks, drafts, promissory notes, etc., are given special attention. The student learns by actually receiving and making out such papers.

The work of the second semester includes the keeping of advanced sets of books for a bank, a factory, a commission, and a wholesale house.

Offices have been equipped for the purpose of representing Banking, Wholesale Merchandise, Commission, and Real Estate. Each student has the opportunity to do actual office work, and later to manage an office. Experience is thus gained that connects the class room exercises with business life. *Throughout the year. Ten hours.*

(b) **Farm Accounting**—A specialized course in farm accounting is offered, following the preparatory course in introductory bookkeeping and business practice. The course covers the transactions of a representative farm for a period of a year and furnishes a live, practical, and up-to-date business training for the young man who expects to make farming his life work.

2. **Shorthand**—In the first semester, instruction is given in elementary phonography and dictation. The Gregg System of shorthand is taught. The principles studied are immediately put into practice by taking dictation commensurate with the student's knowledge of the subject. The aim is to develop legibility, speed, and confidence from the beginning.

The work of the second semester is to teach short cuts and the ability to write new phrases without hesitation. The dictation is confined to the best examples of business letters, papers, and documents. Imagination and ability are developed through the dictation of letters in outline, which the student is required to compose. This practice enables one to assume greater responsibilities, and thus rise above the duties of a mere routine position. *Throughout the year. Seven hours.*

3. **Typewriting**—The student is taught the Touch System. From the beginning, attention is given to correct fingering through the use of a text containing graded lessons and by class exercises conducted by the instructor. When the introductory exercises are completed, the student is given business papers to copy preparatory to taking them from dictation for transcription. Neat, accurate work is required, together with a certain degree of rapidity.

Students are familiarized with copying and duplicating devices and other details of office work in the Stenographer's Office Practice Course. See paragraph four below.

The department is supplied with a number of the leading typewriters, such as the Remington, the L. C. Smith & Bros., and the Underwood. It is advisable

for the student to become familiar with several different machines, as it is impossible for him to know before leaving college what machine he will be required to operate when he accepts a position. *First semester, ten hours. Second semester, eight hours.*

4. **Stenographer's Office Practice**—A systematic training is given in copying, manifolding, tabulating, follow-up systems, form letters, and other practical and useful office devices and methods.

This course is indispensable to the good stenographer and develops his proficiency as an office employee, so that when he enters business he will know what to do and how to do it. *Second semester. Two hours.*

5. **Commercial Arithmetic and Rapid Calculation**—The student is instructed in the problems that occur for daily solution in commercial life. Special emphasis is laid on problems in interest, discount, percentage, partial payments, and stocks and bonds. Daily drills in short methods of computation receive careful attention. Only those short methods, however, that are of practical value are taught, thus giving more time to the problems of real importance. The aim of the course is to develop reasoning ability, together with accuracy and speed. A practical text book is used, supplemented by other texts and problems. *Throughout the year. Five hours.*

6. **English**—This course is preparatory to the work of the second semester, which is devoted entirely to commercial correspondence. Modern business letters require a thorough understanding of the principles of English Grammar, punctuation, and spelling. Unity, coherence, and emphasis of sentence and paragraph are essential to properly constructed business letters. The selection of the correct word is also of vital importance. For these reasons the work of this semester is confined to the fundamentals of effective English, that the composition of business letters may not be hampered with a lack of previous training. *First semester. Five hours.*

Students presenting advanced credits in English may enroll in other courses in academy or college English. High school graduates may enroll in college Freshman English, and thus secure excellent training in this important study.

7. **Commercial Correspondence**—This course is primarily a course in the composition of the various types of business letters, such as letters of application, letters ordering goods, sales letters, and letters of collection. Telegrams and reports are carefully treated. Actual business situations are assumed and letters taken from business life are introduced to give reality to the work. The ability to write effective business letters will do much toward assuring future success. *Second semester. Three hours.*

8. **Penmanship**—Instruction is given in the Palmer Method of Business Writing. The aim of this course is to teach a plain, rapid, easy, and legible business writing. The ability to write a good business hand is essential to any young person intending to enter upon a business career. Students are furnished the best penmanship publications and every possible means is used to encourage persistent, painstaking practice. With very few exceptions, the student learns to write a splendid style and becomes proficient in rapid, tireless, muscular movement writing. *Throughout the year. Five hours.*

9. **Commercial Law**—It is the purpose of this course to impart a working knowledge of the principles of the law pertaining to everyday business transactions. The student is familiarized with his liabilities and rights in the business intercourse and office practice work, thus making a practical application of the principles taught.

This subject includes the law of contracts, negotiable instruments, agency, partnership, corporations, mortgages, deeds, insurance, real estate, personal property, etc., and is taught by means of class drills in which a text book is used, supplemented by the library of legal reference books belonging to the department.

In order to give our students the best possible instruction in this subject, we have secured the services of a well-known attorney of this city, a judge of the Circuit Court of the State of South Dakota, who will deliver lectures on the subject. He has had considerable experience as a lecturer in law, and was for some time instructor in the Law of Real Property and Commercial Paper in the Illinois College of Law, Chicago. With his large experience as a practicing attorney and as a judge on the bench, he is a recognized authority on this important branch of business education. *Second semester. Four hours.*

EXPENSES

	First Semester	Second Semester	Year's Exp.
Tuition, Accounting or Stenography	$35.00	$35.00	$70.00
Tuition, Commercial-Academic	25.00	25.00	
*Room, Heat, Light in Voorhees Dormitory	20.00	20.00	40.00
Table Board, about $4.00 per week, 36 weeks			144.00
Laundry and other expenses, estimated			16.00
Books for Accounting Course, from $7.00 to $10.00			10.00
Books for Stenographic Course, from $4.00 to $6.00			......
Students' Association Fee			10.00
Total			$290.00

*Young men will obtain rooms with private families at about the same rates.

Tuition, stationery, and dormitory expenses are required to be paid in advance.

Tuition for a shorter period than one semester may be paid at the rate of $3.00 per week, provided that the smallest charge made to a student registering for any semester shall be $5.00.

School of Music

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music, it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical life and culture in our state.

The School of Music has been aggressively following a policy of development which has, by the introduction of new subjects, broadened the scope of work in the School, and, by the adoption of more thorough methods of instruction and supervision, has required more intense and careful work on the part of students.

There are now twelve rooms devoted entirely to the use of this department The College auditorium is used for recitals and other special public programs The College owns eighteen high grade pianos, including two Mason and Hamlin grands. With this equipment, we are able to offer the best of musical advantages

Courses of Instruction

Voice Piano Organ Violin Cello
Public School Music Wood-Wind, and Brass Instruments
Courses for Teachers Normal Training
Harmony Theory of Music History of Music Counterpoint
Ensemble Elocution Languages

Regular Courses

The special attention of prospective students is called to the Regular Courses in Music. These courses are very comprehensive in their scope and are outlined to cover four years of intensive work. The completion of a Regular Course involves a thorough and well-rounded training in all the fundamentals of music and particular skill as a performer in some special branch.

OUTLINE OF COURSES

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, Huron College School of Music presents the following outline of instruction arranged in four general divisions:

1. Preparatory Course.
2. Intermediate Course.
3. Diploma Course.
4. Degree Course.
5. Normal Training Course.

The Preparatory Course—This course covers the rudiments of music and is open to all beginners. Students are advanced as rapidly as their progress justifies.

The Intermediate Course—In this course, students are brought to a technical proficiency which will enable them to appear creditably in student recitals.

The Diploma Course—This course is designed for students preparing for professional work as teachers or players and for amateurs who desire to obtain a thorough training in the art and science of music, and wish to pursue a definite and systematic course of study.

The Degree Course—A course leading to the Bachelor of Music degree has been outlined and adopted. An ordinary student can probably not earn such a degree in less than five years' study beyond a standard high school course. It will require a large amount of work in college courses leading to the Bachelor of Arts and Bachelor of Science degrees. Intellectually and culturally, the Bachelor of Music degree will be fairly equivalent to other bachelors' degrees offered by standard colleges.

Requirments for the Degree of Bachelor of Music

(1) The entrance requirements are the same as for the A. B. and B. S. courses.
(2) A minimum of 64 hours of work will be required from college courses

(including musical subjects credited toward the A. B. or B. S. degree.)

(3) Two courses will be required in the Dept. of Biblical Literature (of which one must be chosen from Junior Christian Evidences and Senior Ethics).

(4) The following is the approximate distribution of the 64 hours of college work required:

Freshman English 11-12	6 hrs.
Trigonometry	4 hrs.
Second Semester Physics	4 hrs.
Foreign Language	24 hrs.
Bible and Ethics	5 hrs.
Musical Theory	8 hrs.
Elective	13 hrs.

(5) The following will be the approximate distribution of the 64 hours of music work required:—

Major Subject	32 hrs.
Theory	14 hrs.
Music History	4 hrs.
Minor Subject	8 hrs.
Elective	6 hrs.

PIANO

Miss Maclean and Miss Finley

Preparatory--Grade 1. Instruction books or technical exercises used according to individual needs. Hand culture, touch, rhythm study, phrasing and ear training. Simple pieces by modern composers.

Grade II. Continuation of Grade I. Sonatinas by Clementi, Kuhlau, Gurlitt, Dussek, etc. Smaller compositions by Handel, Mozart, Beethoven, Schumann, etc.

Intermediate Grade--Grade I. Further development of technique, including major and minor scales, arpeggios, chords, etc. Studies by Czerny, Heller, Bertini, Loeschorn. Easy sonatas and pieces by Haydn, Clementi, Beethoven. **Grade II.** Bach two and three part Inventions, Mendelssohn's Songs without words, smaller selections of Chopin, Grieg, Shubert, and modern standard composers.

Diploma and Degree--Well tempered clavichord by Bach, Etudes by Clementi, Czerny, Koszkowski, Liszt, Chopin; Sonatas of Beethoven, Grieg, etc; pieces and concertos by Chopin, Schumann, Saint-Saens, Liszt, Grieg, MacDowell, and modern composers.

ORGAN

Fern Maclean

The organ course is designed to provide thorough training as a church organist. Only students who have received a sufficient amount of instruction on the piano will be entered in the organ course. Instruction will consist of the proper playing of Hymns, Anthems, Pedal Studies, Accompanying, Improvising and Solo Compositions. The organ in the Presbyterian Church is used for teaching and practice purposes.

VIOLIN

Miss Cannon

A thorough course of instruction on the violin is provided in this department. In addition to individual instruction the pupil will be required to make a study of and play in String Trios, Quartets, and Orchestra. The outlined theoretical work is required for graduation.

Childrens Classes--Violin classes open to beginners have been organized by Miss Cannon among the children of the Public Schools of Huron. This work has proven very successful and is worked out on the same plans as used in many of the large cities. Members of these classes meet at the college one hour each week for lessons and rehearsal. Public recitals are given by the classes, at least once in each semester.

Preparatory—Wohlfart Elementary Violin School. Duets by Pleyel Hermann Violin School, Book 1. Easy solos in first position

Intermediate—Wohlfart Etudes. Kayser Etudes. Schradieck Finger Exercises. Etudes by Meerts. Solos to suit needs.

Graduate—Etudes by Kreutzer, Fiorillo, Rode, etc. David scales. Casorti Bow Etudes, Concertos by Viotti, De Beriot, and miscellaneous solos.

ENSEMBLE

Lucy May Cannon

This important course has been designed and is under the competent direction of Miss Cannon who will take into the class only those advanced students of piano, violin, and cello who desire the opportunity of acquainting themselves with the best of Chamber music. The art of accompanying will be studied and the combination of two, three and four instruments will be used as the occasion demands.

VOICE

Professor Bailey

The course of instruction in voice as applied to grades can only in the most general way indicate the system of training to which the student will be subjected. "Vocalises" by Concone, Panofka, Marchesi, Vaccai, and other composers are used; yet it may be said that the method used is based on the Italian, French, German, and American schools of training the voice. It is maintained that this training will develop the correctly placed voice so that the pupil can produce with equal ease and firmness and an even quality all tones from the lowest to the highest. From this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto", or beautiful singing.

Correct breathing, correct position in singing, and the mechanism of the voice is explained as far as necessary along with special attention to the needs of each individual. Exercises, studies, and songs are carefully selected according to the requirements of each voice.

Study will be made of the interpretation of Arias, Songs, and Ballads from the best of the Old and Modern Schools, with strict attention to phrasing, enunciating, and rhythm.

For the Diploma or Degree in vocal music, the pupil must complete the Course in Harmony, Theory, and History of Music, and must also complete the intermediate course in Instrumental music.

THE NORMAL TRAINING COURSE

Miss Finley

Two years' training in this course is required for a full teacher's certificate. Children between the ages of seven and twelve who have never studied music are enrolled in the Normal children's classes and are taught twice a week by Junior and Senior students desiring a teacher's certificate. The work is outlined by the head of the department, who supervises the teaching, selects the music to be taught, and who lectures once a week on Musical Pedagogy. This is one of the few schools in the Northwest offering such a course.

The children are given one lesson of thirty minutes duration for individual piano work, and one forty-five minute class lesson each week. The class lesson consists of table work, elementary training in Intervals, Chords and Scale Building, and Ear Training. The piano lesson consists of New England Conservatory, Book I, and Home Study Book by Mrs. Crosby Adams for the first year lessons. Sonatinas by Kuhlau, Clementi, etc., are used in the second year classes. Pieces by Hannah Smith, Nettie Ellsworth, Edith Prynn Hall, Gurlitt, the easier pieces from the Schumann Album for the Young, etc., as well as Ensemble work are studied during the two years. At the end of each semester, a public recital is given by the children. Anyone wishing to teach will find this Department a very great help.

In addition to these courses, the following courses in Theory and History of Music must be taken, if the student is working for a certificate or diploma.

THEORY

First Year—Ear Training, Intervals, Scales, Chords, Chord Progressions.
Second Year—Harmony.
Third Year—Analysis of musical form.
Fourth Year—Counterpoint.

HISTORY OF MUSIC

The object of the course in Music History is to give the student a knowledge of the great epochs in musical developement so that he may have a broader cultural background on which to build intelligently and thoroughly his own technical equipment.

First Semester--A general survey of great movements in development of the art of music from the time of primitive man to the period of Bach and Handel. Lectures, Outside readings and reports, Illustrative material on phonograph.

2nd Semester--Development of music from the time of Beethoven to the present day; Continuation of lectures, Outside reports and papers. Phonograph records. Current musical events.

Text used is "Essentials in Music History" by Tapper-Goetschus. *Two Semesters. Two hours.*

THE APPRECIATION OF MUSIC

Miss Cannon

This course is especially intended for those who are not studying music, yet wish to enlarge their critical appreciation of music as a detail of their general culture. With this end in view music will be examined in its historic and technical aspects. Full explanation will be given to the modern forms as well as the styles and achievements of leading composers. Instruments will be explained both singly and in groups, as will the principles underlying composition and performance. The lectures will be illustrated by members of the faculty and student body and advance lectures will be given upon the programs of public concerts. The course is directly adapted to the special needs of college students but is also open to music school students. *Two hours per week throughout the year. Credit Two hours.*

REQUIREMENTS FOR GRADUATION

Diplomas are awarded by the Board of Trustees to those students who complete the above outlined Courses of Instruction to the satisfaction of the Examiners of the School of Music and who are recommended for graduation by the Faculty of the College. Beginners in any branch of music must complete the Preparatory, Intermediate, and Graduate Courses in order to receive a diploma. Advanced students who enter the School of Music may receive a diploma in one or two years, at the discretion of the faculty.

Teachers' Certificates are granted by the Board of Trustees on recommendation of the Faculty of the College and the Examiners of the School of Music to those students who have satisfactorily completed the work of the Normal Training Department, in addition to the work required for the diploma. Beginners who are working for a certificate must complete a two years' course in the Normal Training Department, in addition to the work required for a diploma. Advanced students may secure a certificate after one year's work in the Normal Training Department.

WOOD-WIND AND BRASS INSTRUMENTS

Mr. Christensen

Instruction on the Flute, Piccolo, Clarinet, Bassoon, Mellophone, French Horn, Valve-Trombone, and Slide-Trombone is given.

PUBLIC SCHOOL MUSIC

Miss Cannon

A course in Public School Music is quite necessary for one who wishes to become an instructor and supervisor of music in public schools. Each year our public schools are offering more work in music and the demand for teachers is increasing. The following course is outlined with a view to giving students a practical training in this important branch of music:

Notation
Solmization
Interval-drills
Rhythm
Vocalization
Ear training
Transposing
Two- and three-part singing
Enunciation
Rote-songs
Scale-structure
Principles of harmony

Public School Music Course

First Year

1st Semester		*2nd Semester*	
Public School Music Methods	3 hrs.	Public School Music Methods	3 hrs.
Harmony	2 hrs.	Harmony	2 hrs.
Voice	4 hrs.	Voice	4 hrs.
Piano	2 hrs.	Piano	2 hrs.
Elective (College)	5 hrs.	Elective (College)	5 hrs.
Total	16 hrs.	Total	16 hrs.

Second Year

1st Semester		*2nd Semester*	
History of Music	2 hrs.	History of Music	2 hrs.
Public School Music Methods	3 hrs.	Public School Music Methods	3 hrs.
Harmony	2 hrs.	Harmony	2 hrs.
Voice	4 hrs.	Voice	4 hrs.
Piano	2 hrs	Piano	2 hrs.
Elective (College)	3 hrs.	Elective (College)	3 hrs.
Total	16 hrs	Total	16 hrs.

THEORY

Ear Training—1. Training of Ear for Tone Perception. 2. Study of Intervals. 3, Scale and Chord Formation. 4. Beginning of Chord Progression.

Harmony—Text Book used is Chadwick's. The work covers one and one-half years. The last half of the second year is spent in Analysis of Harmonic Construction of Compositions by standard composers. *Elective to Juniors and Seniors in the College. Two semesters. Two hours.*

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis of classic and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, perceptions of sounds, overtones, rhythm, notation and figure treatment. Text Book used is Elson's Theory of Music. *Elective to Juniors and Seniors in the College. Two semesters. One hour.*

REGULAR COURSES IN MUSIC

These courses are arranged with a view to enable the student to become an accomplished musician. The piano is adopted as the basis of study. The piano will be a minor study for all students who want to make Voice, Violin, or Cello their specialty.

All those who want to make music their profession should take these courses. Violin, piano, voice, cello, lessons, when taken as majors are given in private lessons of thirty minutes each twice a week; when taken as minors they are given in private lessons of thirty minutes each once a week. All other branches are taught in full classes. (See pages 68 and 69).

EXPRESSION DEPARTMENT

Mrs. B. H. Kerr

The aim of the School of Expression is to provide such requirements as will enable the students under the most favorable circumstances and within a reasonable length of time to test their powers and prepare for their profession.

As it is true that the most perfect reader is the most perfect actor, it is through this course that the fixed and stiff elocutionist may be converted into the easy, natural reader of today.

The Following Work is Given WITHOUT TUITION CHARGES to all Regular Students of the School of Music.

Ensemble Work—For four hands on one piano and two pianos; for four and eight hands on two pianos; Violin and Piano; Violin, Cello, and Piano; Voice, Violin, and Piano; String-Quartets, etc.

Orchestra—All students sufficiently advanced are asked to join the orchestra for study and performance of works for string, and full orchestra.

Children's Orchestra-- An orchestra open to children under High School age meets for regular rehearsal throughout the year. All children who play orchestral instruments whether taking work at the college or not are invited to join this organization. Public appearances will be made by this orchestra at various times during the year.

Choral Union—The Choral Union enrolls a large membership and is doing thorough and inspiring work. The organization is open to all students of the college and citizens of Huron. Students should plan to join the Union and to receive from it the benefits of good choral training. The Union studies and presents in concert Standard Choral Works and Oratorios.

Choir—Mr. Bailey is director of a large chorus in one of the principal churches of the city, to which students of sufficient proficiency are admitted. The choir sings regularly on Sunday mornings and evenings and during the year several musical services are given.

Girls' Glee Club—A young women's glee club is maintained and is doing good work under the direction of Miss Maclean. Membership in this club is open to all young ladies of the college but is limited as to number. The club appears in concerts and at various college functions.

Student Recitals—Short, informal recitals are given regularly by the students in the college auditorium. The purpose of such frequent appearance is to make the pupils as free from self-consciousness as possible. Occasional evening recitals which are open to the public are given by the more advanced students.

Faculty Recitals—Occasional recitals are given by different members of the faculty throughout the year, to which the public is invited and which the students are urged to attend.

Artist Recitals—Each year pupils are privileged to hear artists of great reputation and ability who appear in Huron under the patronage of special organizations or the faculty of the School of Music.

TUITION

For Private Instruction	**Per Semester**	
(Half-hour lessons)	One lesson a week	Two lessons a week
Voice	$24.00	40.00
Voice	18.00	30.00
Piano	22.00	35.00
Piano	18.00	30.00
Piano (For children under High School age)	15.00	25.00
Violin, Viola, Cello, etc.	18.00	30.00
Violin (For children under High School age)	15.00	25.00
Flute, Clarinet, etc.	18.00	30.00
Cornet, Trombone, etc.	18.00	30.00
Theory, History of Music	18.00	30.00
Public School Music	18.00	30.00
Expression	18.00	30.00

In Classes of Three or More

(One hour lessons)

Theory, History of Music, Musical Appreciation		$15.00
Public School Music		15.00
Violin for Children	5.00	10.00
Normal Training Piano Department for Children		10.00
Expression	10.00	15.00
Children's Class in Expression (Saturday Morning)	7.00	

OTHER FEES

Piano Rental for Practice:	Per semester
—One period per day	$ 5.00
—Two periods per day	8.00
—For each additional hour	2.00
Room Rent in the Voorhees Dormitory (for girls)	20.00
Table Board, about $4.00 per week	72.00
Laundry, about	8.00
Books, including sheet music from $3 to $6	5.00
*Students' Association Fee ($10 per year or)	5.00

*Students not rooming in the dormitory, who enroll for not more than two lessons per week, if they do not desire to take advantage of the special privileges provided for by payment of the full fee of $5 per semester to The Students' Association, may pay a contingent fee of $1 per semester in lieu of the regular fee.

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work, will have the privilege of paying according to the following schedule, provided that the charge made for any semester registration shall not be less than five dollars.

$1.50 per lesson from teachers whose semester rate is	$22 to $24
$1.25 per lesson from teachers whose semester rate is	18
$1.00 per lesson from teachers whose semester rate is	15

SUGGESTIONS AND REGULATIONS

1. It is advisable that students take two lessons per week, as this insures more rapid progress in their studies.

2. Lessons missed by pupils or those falling on holidays or vacations, or on days or periods of days on which the college is closed, will not be made up under any consideration, sickness of two weeks or more being the only exception, unless proper arrangement is made with the teacher at least twenty-four hours in advance.

3. Students discontinuing their work during the semester will be charged the single lesson rate.

4. All voice students are invited to sing in the chorus, which will meet once a week.

5. All students studying orchestra or band instruments have the opportunity to play in such organizations.

6. All lessons in the School of Music will be given by the semester, the semesters in this department being identical with those of the other departments. Private lessons of thirty minutes each will be given in Voice, on the Piano, Violin, and other instruments. Class lessons in the Theoretical Subjects, Public School Music, Musical Apprciation and other subjects will be one hour each.

7. Arrangements relating to the assignment of work, changing of lesson hours, piano practice, and similar matters should be made with the Director of Music.

8. All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. All financial arrangements should be made with the Treasurer **before** the student begins work.

HURON COLLEGE
CHRISTO ET ECCLESIAE
HURON, SOUTH DAKOTA.

Degrees Conferred

June, 1918

IN COURSE

Sarah Jean Brady, A. B.
Nellie Elizabeth Geiger, A. B.
Alma Theresa Lundman, A. B.
Mary Katherine Farrell, A. B.
Emma Stumley, A. B.
Mildred Kate Rogers, A. B.
Christian Jorgen Boe, B. S.
Isaiah Oscar Hagen, B. S.
Mabel Margaret E. Hagen, B. S.
Dephane Delphine Hammond, B. S
Ruth Ryan Hogan, B. S.
Eula Manwaring, B. S.
Carl Emil Voigt, B. S.
Clarence Edward Wagner, B. S.

Departmental Graduates

June, 1918

ACADEMY

Edith Ethel Culver
Sarah Alice Davies
John Arthur Davis
Ruth Elizabeth Hampel
Lucy Sophia Kreiman
Mervin Edwin Lindsey
Carl R. Price
Elsie Napier Sutton
Jeanie Elizabeth Sutton
John E. Sutton
Edna Olive Thurston
Everett John Thurston
Curtis Roy Williams
Weert H. Saathoff

COMMERCIAL

Shorthand

Harriet Bakeman
Lavancia Bloodgood
Pearl Cook
Grace Dwiggins
Mabel Gascoigne
Hazel Hart
Myrtle Huntwork
Persis Jamieson
Elizabeth Johnson
Gail Lent
Ethel Miller
Ella Martin
Vera Ohm
Lila Purdum
Esther Quale
Mary Riggle

Accounting

Ella Dahl
Vera Shultner

MUSIC

Diploma in Piano

Gladys Hays
Eula Manwaring
Alice Matejka

Diploma in Voice

Mary Farrell

Certificate in Normal Piano

Gladys Hays
Alice Matejka
Margaret Mauch

Certificate in Public School Music

Gladys Hays

COMMENCEMENT ORATORS

June, 1918

"A New Era"	Sarah Jean Brady
"Our Task"	Mary Katherine Farrell

Note—In the public exercises of commencement day, the graduating class is represented by two orators chosen by the class from a list nominated by the faculty.

PRIZES AWARDED

1917-1918

The F. H. Kent Prize in Oratory

1. Emil Utterback
2. Robert Stemme

The Charles E. De Land Prize in Oratory

1. Jean Brady

The Thomas Maynard Prizes in Declamation

1. A. F. Gilman, Jr.
2. Charles Vogel

1913 Class Prize in Debate

1. Emil Utterback

Smith Extemporaneous Speaking Trophy

1. Robert Stemme

The Robert C. Gibbs Prize for Scholarship

1. Emma Sunderman

COLLEGE DEBATERS

1917-1918

Sioux Falls at Huron: C. J. Boe, J. Edwin Pasek, Charles Vogel.

Brookings at Brookings: Albert Gilman, E. E. Hager, Emil Utterback

Huron at Yankton: Jean Brady, Marjorie Urquhart, Margaret Whitelaw.

Yankton at Huron: Dorothy Jacobson, Esther Lyon, Mildred Rogers.

Huron Freshman Team at Mitchell: Buford Lloyd, Cornelius Styer, Charles West.

List of Students

1918-1919

(The numbers refer to the bound volume of registrations)

College

SENIORS

205.	Dudley, Wm. Ewart	Princeton, Ill.
258.	Jones, Hazel Beatrice	Midland
272.	Mauch, Margaret E.	Hetland
273.	May, Gertrude J.	Lane
279.	Mikelson, Anna Gurine	Sisseton
303.	McMurchie, Donald	Centerville
133.	Pasek, Joseph Edwin	Bristow, Nebr.
337.	Smith, Mildred M.	Huron
344.	Stemme, Robert	Chicago, Ill.
148.	Utterback, William Emil	Huron
363.	Vandervoort, Gertrude Marie	(11) South Bend, Ind.

JUNIORS

160.	Bloemendaal, Gerrit John	Clear Lake
175.	Brown, Lorraine	Pierre
182.	Carroll, Harriet E.	Huron
197.	DeBoer, Hilda E.	Pollock
203.	Dickinson, Consuelo Margaret	Huron
111.	Griffith, Wm. Hugh	Huron
231.	Hager, Edward Everette	Huron
235.	Hannum, Nancie Jane	Huron
236.	Harris, Mary Elizabeth	Wessington
238.	Holton, Keith H.	Huron
250.	Johnston, Laura	Faulkton
259.	Light, Mary E.	Huron
264.	Lyon, Esther	Huron
268.	Mann, Gladys	Huron
286.	Mueller, Esther	Faulkton
304.	Neville, Earle	Southshore
219.	Tait, Frances Agnes	Huron
361.	Urquhart, Marjorie Maude	Huron
375.	Williams, John Raymond	(19) Watauga

SOPHOMORES

169.	Anderson, Ethel Marie	Alpena
97.	Andrews, John Maitland	Huron

102.	Brown, Henry Delost	Iroquois
183.	Cary, Edith Marie	Scotland
184.	Chandler, Stella	Huron
190.	Culver, Alta Mae	Cavour
192.	Culver, Olive	Cavour
198.	DeBoer, Wm. T.	Pollock
213.	Flint, Alma	St. Lawrence
226.	Granger, Mary Adelaide Roe	Aberdeen
229.	Hagen, Electa M. J.	Huron
247.	Jacobsen, Dorothy	Pierre
122.	Lloyd, Jesse Buford	Platte
290.	McArthur, Mary Adeline	Harrold
302.	McMillan, Golda E.	Alpena
317.	Rieger, Adam A.	Hillsview
322.	Sabin, Kate Leith	Academy
336.	Simpson, Mary Eleanor	Huron
353.	Thompson, Marian Elsie	Knoll
368.	Washburn, Ruby	Revillo
373.	Whitelaw, Margaret Babbitt	(21) DeSmet

FRESHMEN

157.	Adsit, Elva Marie	Huron
159.	Anderson, Jessie Marguerite	Alpena
98.	Anderson, Maurice Throdore	Aberdeen
99.	Bloemendaal, Dick Cornelius	Clear Lake
101.	Box, Clair James	Huron
176.	Brewer, Winifred	Woonsocket
103.	Bushnell, Monte J.	Sioux Falls
180.	Busse, Dorothy C.	Alpena
188.	Cole, Walton Elbert	Lemmon
104.	Cox, John Oscar	Cheyenne Agency
191.	Culver, Edith Ethel	Cavour
105.	Davis, John Arthur	Huron
106.	Dean, Hugh Holcomb	Huron
201.	DeGeest, Anna Kathryn	Ree Heights
200.	Delaney, Margaret Irma	Lemmon
206.	Edloff, Guy	Fairfax
107.	Elmen, Harold Lenard	Sioux Falls
217.	Francis, Kathryn Ann	Huron
108.	Frislie, Emil R.	Sioux Falls
221.	Gamble, Edith M.	Huron
222.	Garland, Kathryn	Eagle Grove, Ia
109.	George, Dwight B.	Gettysburg
110.	Green, Lloyd Shellhorn	Upton, Wyo
227.	Gunn, Alice Marion	Huron
112.	Hase, Harold Winfield	Redfield
113.	Hollenbeck, Larue Adrion	McIntosh

114.	Houck, Albert	Gettysburg
246.	Hutchinson, Amy Louise	Huron
115.	Jennings, Wm. Clark	Aberdeen
249.	Johnson, Helen Victoria	Lake Andes
116.	Jones, Ralph Newton	Huron
117.	Kirby, Daniel Wm.	Sioux Falls
253.	Kirk, Mary Beth	Huron
255.	Krapf, Elsie Lavina	Cavour
118.	Kuehn, Andrew	Sioux Falls
119.	Lanam, Merwin Ottis	Scotland
256.	Laughlin, Elnora	Huron
120.	Leighton, Jess Albert	Sioux Falls
121.	Light, Edgar Walter	Huron
260.	Lindsey, Mervin Edwin	Santee, Neb.
123	Lowry, Theoron Dean	Leola
124.	Madden, James Edward	Aberdeen
125.	Madsen, Rubin Allworth	Hurley
274.	May, Harriette Laurel	Lane
127.	Meyer, Charles Milton	Groton
128.	Millay, Don B.	Gregory
129.	Milne, Harold George	Vale
281.	Milne, Lynn	Vale
130.	Mills, Leslie LeRoy	Sioux Falls
131.	Musch, Arthur Charles	Mellette
299.	McKinney, Elvira	Huron
300.	McMillan, Alice L.	Huron
132.	Palm, Bernard Lawrence	Huron
134.	Pay, Milton Asher	Sioux Falls
309.	Phillips, Ethel Beatrice	Huron
311.	Preston, Grant Ellsworth	Hitchcock
135.	Price, Carl Ramon	Hitchcock
136.	Prouty, Robert Leroy	Isabel
137.	Randall, Lester Samuel	Huron
138.	Ray, Ulysses Jay	Huron
139.	Reilly, Charles Alma	Huron
316.	Reynolds, Clifford Wallace	Canova
140.	Richter, Robert William	Dell Rapids
141.	Russell, Eldon Hamilton	Huron
142.	Sargent, Gerald Jean	Hurley
333.	Sheeks, Mary Leola	Towner, N. Dak.
143.	Smith, Curtiss Rosecrans	Wolsey
144.	Starr, Hugh Francis	Osage, Ia.
145.	Stringham, Albert Eugene	Sioux Falls
146.	Sweet, Herman James	Canova
355.	Thompson, Ruth E.	St. Lawrence
147.	Thurston, Everett John	Cavour

354.	Timberman, Galen Emerson	Huron
149.	Waring, Roy James	Sioux Falls
367.	Warren, Leah	Huron
150.	Watson, Clifford Daniel	Sioux Falls
151.	Webb, Harold Danforth	Aberdeen
152.	Welch, Ivan Seybert	Wessington
154.	Whitley, Thomas L.	Gregory
153.	Whisman, Elroy Earnest	Sioux Falls
374.	Whitver, Gertrude Mae	Walnut, Ill.
155.	Willis, Richard Willard	Rockham
156.	Wolf, Michael Vincent	Cheyenne Agency
380.	Yourdon, Emma Belle	(84) Huron

SPECIAL

126.	Meigs, Leslie Wallace	Ree Heights

ACADEMY IV.

177.	Buckles, Garnette I.	Hoover
185.	Chenoweth, Doris A.	Huron
234.	Hampel, Kathryn Margret	Eagle Butte
267.	Madsen, Florence	Carpenter
276.	Merry, Iva Lenora	Carthage
280.	Miller, Max M.	Huron
295.	McEachran, Frances Marie	Hamill
305.	Noe, Luther O'Neall	Wessington
312.	Preston, Helen Grace	Hitchcock
313.	Price, Ruth Alberta	Hitchcock
315.	Randolph, Richard W.	Gettysburg
318.	Ripley, Margurite Lambie	Forest City
319.	Ripley, Maude Napier	Forest City
320.	Russell, Elizabeth Martha	Philip
364.	Voorhees, Vera Elizabeth	(15) Hitchcock

III.

173.	Boschker, Minnie	Pollock
181.	Campbell, Wm. Talmadge	Aberdeen
196.	DeBoer, Alieda	Pollock
233.	Hampel, Dorothea	Eagle Butte
329.	Scofield, Theodore Francis	Esmond
347.	Sutton, James H.	Laurel
359.	Tschetter, Joseph	(7) Yale

II.

164.	Beck, Edna	Virgil
170.	Bixler, John Truman	Hitchcock
254.	Kleinsasser, Anna	Carpenter
284.	Morin, Maurine	Huron
295.	McEachran, Maude	Hamill
351.	Thompson, Bernece I.	Ottumwa

357.	Todd, Dorothy Amanda	Huron
371.	Wells, Howard Harold	Hitchcock
381.	Zumbrunnen, Louise Susan	(9) Carthage

I.

172.	Bolte, Esther	Wolsey
179.	Bullock, Mary Catherine	Volga
204.	DuBois, Harold LeRoy	Hitchcock
208.	Eidam, Orlow Jay	Forest City
343.	Steinheuser, Harold August	Hitchcock
369.	Weber, Alice Winona	Highmore
370.	Wells, Bernice Lucile	(7) Harrold

SCHOOL OF BUSINESS

Accounting

156.	Alvey, Helen	Cavour
97.	Andrews, John M.	Huron
166.	Bein, Marie	Grand Rapids, Wis.
170.	Bixler, John	Hitchcock
103.	Bushnell, Monte J.	Sioux Falls
181.	Campbell, William	Aberdeen
185.	Chenoweth, Doris	Huron
202.	Delvaux, Alice	Cavour
186.	Chestnut, Dorothy	Huron
208.	Eidam, Orlow	Forest City
107.	Elmen, Harold	Sioux Falls
214.	Foust, George	Esmond
108.	Frislie, Emil	Brandon
109.	George, Dwight	Gettysburg
225.	Grant, Florence	Huron
239.	Hook, Arthur	Huron
114.	Houck, Albert	Gettysburg
116.	Jones, Ralph	Huron
118.	Kuehn, Andrew	Sioux Falls
258.	Lawrence, Dorothy	Huron
120.	Leighton, Jesse	Sioux Falls
121.	Light, Edgar	Huron
123.	Lowry, Theoron	Leola
266.	Madsen, Esther	Huron
270.	Martin, Esther	Ottumwa
124.	Madden, James	Aberdeen
125.	Madsen, Reuben A.	Hurley
271.	Matteson, Myrhl	Virgil
277.	Meyer, Lenora	Huron
130.	Mills, Leslie L.	Sioux Falls
129.	Milne, Harold	Vale
285.	Moss, Carrie J.	Cavour

295.	McEachran, Maude	Hamill
296.	McGinty, Lucille	Huron
299.	McKinney, Elvira	Huron
300.	McMillan, Elsie	Huron
132.	Palm, Bernard L.	Huron
133.	Pasek, Edwin	Bristow, Nebr.
134.	Pay, Milton A.	Sioux Falls
308.	Phillips, Edna	Huron
310.	Potter, Lucille	Arnott
136.	Prouty, Robert L.	Isabel
339.	Snell, Frank	Harrold
144.	Starr, Hugh F.	Osage, Ia.
145.	Stringham, Albert	Sioux Falls
365.	Walghren, Merrill A.	Huron
149.	Waring, Roy L.	Sioux Falls
371.	Wells, Howard	Hitchcock
152.	Welch, Ivan S.	Wessington
153.	Whisman, Elroy	Sioux Falls
377.	Willard, Glatha	Huron
155.	Willis, Richard W.	Rockham
376.	Wright, Eva	(53) Hitchcock

Stenography

157.	Adsit, Elva	Huron
158.	Alvey, Helen	Cavour
161.	Anderson, Mrs.	Huron
163.	Baum, Elsa	Huron
166.	Bein, Marie	Grand Rapids, Wis.
168.	Biales, Edith	Huron
174.	Brightbill, Violette	Bisbee, N. Dak.
177.	Buckles, Garnette	Hoover
185.	Chenoweth, Doris	Huron
208.	Eidam, Orlow	Forest City
215.	Francis, Cleva	Imogene
216.	Francis, Helen Jane	Huron
222.	Garland, Kathryn	Eagle Grove, Ia.
225.	Grant, Florence	Huron
227.	Gunn, Alice	Huron
113.	Hollenbeck, Larue	McIntosh
241.	Housemon, Mrs. Roy	Huron
251.	Kass, Alvina	Huron
291.	Krapf, Elsie	Cavour
258.	Lawrence, Dorothy	Huron
266.	Madsen, Esther	Huron
270.	Martin, Esther	Ottumwa

271.	Matteson, Myrhl	Virgil
277.	Meyer, Lenora	Huron
279.	Mikelson, Anna	Sisseton
282.	Mills, Winnifred	Huron
284.	Morin, Maurine	Huron
285.	Moss, Carrie J.	Cavour
291.	McClintock, Grace	Northville
295.	McEachran, Frances	Hamill
296.	McGinty, Lucille	Huron
299.	McKinney, Elvira	Huron
300.	McMillan, Elsie	Huron
308.	Phillips, Edna	Huron
319.	Ripley, Maude	Forest City
325.	Schlacter, Agnes	Bawdle
326.	Schneider, Ethel	Elysian
143.	Smith, Curtiss	McIntosh
351.	Thompson, Bernice	Ottumwa
352.	Thompson, Dora	Whitewood
355.	Thompson, Ruth	St. Lawrence
356.	Timm, Anna	Huron
358.	Trow, Sylvia	Alpena
377.	Willard, Glatha	Huron
376.	Wright, Eva	(45) Hitchcock

Typewriting

101.	Box, Clair	Huron
103.	Bushnell, M. J.	Sioux Falls
104.	Cox, John Oscar	Green Forest
202.	Delvaux, Alice	Cavour
203.	Dickinson, Consuelo	Huron
204.	DuBois, Harold	Hitchcock
206.	Edloff, Guy	Fairfax
109.	George, Dwight	Gettysburg
114.	Houck, Albert	Gettysburg
248.	Jones, Hazel	Midland
117.	Kirby, Daniel	Sioux Falls
120.	Leighton, Jesse	Sioux Falls
125.	Madsen, Reuben	Hurley
274.	May, Harriette	Lane
276.	Merry, Iva	Dell Rapids
128.	Millay, Don	Gregory
133.	Pasek, Edwin	Bristow, Nebr.
310.	Potter, Lucille	Arnott
311.	Preston, Helen	Hitchcock
137.	Randall, Lester	Huron
315.	Randolph, Richard	Gettysburg
142.	Sargent, Gerald	Hurley

347.	Sutton, James	Laurel
359.	Tschetter, Joseph	Yale
364.	Voorhees, Vera	Hitchcock
367.	Warren, Leah	Huron
149.	Waring, Roy	Sioux Falls
150.	Watson, C. D.	Sioux Falls
154.	Whitley, Thomas	Gregory
153.	Whisman, Leroy	Sioux Falls
374.	Whitver, Gertrude	Huron
370.	Wells, Bernice	Harrold
156.	Wolfe, Michael	(33) Cheyenne Agency

MUSIC

Voice

175.	Brown, Lorraine	Pierre
178.	Bullock, John	Volga
182.	Carroll, Harriet Elizabeth	Huron
189.	Costain, George Henry	Huron
104.	Cox, John Oscar	Cheyenne Agency
195.	Davis, Margaret Dorothea	Huron
197.	DeBoer, Hilda E.	Pollock
200.	Delaney, Margaret Irma	Lemmon
205.	Dudley, William Ewart	Princeton, Ill.
229.	Gamble, Addie	Huron
226.	Granger, Mary Adelaide	Aberdeen
232.	Hager, Mrs. E. E.	Huron
233.	Holton, Keith Henry	Huron
247.	Jacobsen, Dorothy	Pierre
263.	Lyon, Dora	Huron
267.	Madsen, Florence	Carpenter
332.	Matejka, Alice	Huron
274.	May, Harriette Laurel	Lane
282.	Mills, Winnifred Joyce	Huron
287.	Murray, Gladys	Huron
131.	Musch, Arthur Charles	Mellette
290.	McArthur, Mary Adeline	Harrold
293.	McDaniels, Lenore	Huron
295.	McEachran, Maude	Hamill
292.	McMillan, Golda Eugenia	Alpena
297.	Parrish, Mabel Alyce	Tulare
132.	Pasek, Joseph Edwin	Bristow, Neb.
309.	Phillips, Ethel Beatrice	Huron
314.	Pyle, Gladys	Huron
329.	Scofield, Theodore Francis	Esmond
336.	Simpson, Mary Eleanor	Huron
337.	Smith, Mildred Marjorie	Huron

346.	Sullivan, Frances O.	Pierre
363.	Vandervoort, Gertrude Marie	South Bend, Ind.
372.	Wheeler, Hallie	Slayton, Minn.
373.	Whitelaw, Margaret Babbitt	DeSmet
374	Whitver, Gertrude Mae	Walnut, Ill.
378.	Williams, Bernice Loraine	(38) Canova

PIANO

160.	Anderson, Ethel Marie	Alpena
159.	Anderson, Jessie Marguerite	Alpena
167.	Berrien, Georgiettie	Huron
168.	Bialas, Edith L.	Huron
173.	Boschker, Minnie	Pollock
176.	Brewer, Winifred Caryl	Woonsocket
175.	Brown, Frances Lorraine	Pierre
178.	Bullock, John	Volga
180.	Busse, Dorothy C.	Alpena
181.	Campbell, William Talmadge	Aberdeen
183.	Cary, Edith Marie	Scotland
187.	Christensen, Marie	Huron
104.	Cox, John Oscar	Cheyenne Agency
194.	Davis, Dorothy	Huron
196.	DeBoer, Alieda	Pollock
206.	Delaney, Margaret Irma	Lemmon
226.	Granger, Mary Adelaide	Aberdeen
229.	Hagen, Electa M.	Huron
230.	Hagen, Mary	Huron
232.	Hager, Mrs. E. E.	Huron
236.	Harris, Mary Elizabeth	Wessington
238.	Holton, Keith Henry	Huron
242.	Hoy, Charlotte Murle	Huron
247.	Jacobsen, Dorothy	Pierre
252.	Kinner, Colette	Huron
253.	Kirk, Mary Beth	Huron
254.	Kleinsasser, Anna	Carpenter
261.	Lindsey, Ruby Irene	Huron
262.	Lundberg, Edith	Huron
272.	Mauch, Margaret Evelyn	Hetland
274.	May, Harriette Laurel	Lane
282.	Mills, Winnifred Joyce	Huron
287.	Murray, Gladys	Huron
121.	Musch, Arthur Charles	Mellette
292.	McDaniels, Gladys	Huron
294.	McEachran, Frances Marie	Hamill
295.	McEachran, Maude	Hamill
302.	McMillan, Golda Eugenia	Alpena
132.	Palm, Bernard Lawrence	Huron

307.	Parrish, Mabel Alyce	Tulare
309.	Phillips, Ethel Beatrice	Huron
312.	Preston, Helen Grace	Hitchcock
313.	Price, Ruth Alberta	Hitchcock
318.	Ripley, Margurite Lambie	Forest City
321.	Russell, Milton	Huron
329.	Scofield, Theodore Frances	Esmond
323.	Schaller, Genevieve	Huron
328.	Schultz, Howard Kenneth	Huron
330.	Searls, Helen	Huron
331.	Seaton, Frances	Huron
334.	Sievers, Frances Wiekhorst	Huron
335.	Sievers, Louella	Huron
143.	Smith, Curtiss Rosecrans	McIntosh
342.	Stanley, Leola	Huron
144.	Starr, Hugh Francis	Osage, Ia.
352.	Thompson, Dora Harriet	Whitewood
357.	Todd, Dorothy Amanda	Huron
360.	Tschetter, Lizzie S.	Yale
363.	Vandervoort, Gertrude Marie	South Bend ,Ind.
369.	Weber, Alice Minona	Highmore
373.	Whitelaw, Margaret Babbitt	DeSmet
378.	Williams, Bernice Loraine	Canova
381.	Zumbrunnen, Louise Susan	(63) Carthage

NORMAL PIANO

162.	Bangs, Loie	Huron
218.	Frost, John Drew	Huron
219.	Frost, Maxine	Huron
261.	Lindsey, Ruby Irene	Huron
341.	Stahl, Mary	Huron
350.	Thatcher, Claude Howard	(6) Huron

VIOLIN

101.	Box, Claré James	Huron
176.	Brewer, Winifred Caryl	Woonsocket
104.	Cox, John Oscar	Cheyenne Agency
207.	Edler, Violet	Huron
212.	Fetzer, Thais Cora	Huron
223.	Gillies, Robert	Evansville, Minn.
240.	Hopkins, Lyle	Huron
283.	Morin, Canfield Joseph	Huron
135.	Price, Carl Ramon	Hitchcock
140.	Richter, Robert William	Dell Rapids
338.	Smythe, Georgine Charlotte	Huron
339.	Snell, Frank Everson	Harrold
340.	Stahl, Jacob M.	Huron

368.	Washburn, Ruby	Revillo
378.	Womack, Mildred	(15) Huron

MUSICAL HISTORY

176.	Brewer, Winifred Caryl	Woonsocket
203.	Dickinson, Consuelo Margaret	Huron
238.	Holton, Keith Henry	Huron
247.	Jacobsen, Dorothy	Pierre
272.	Mauch, Margaret Evelyn	Hetland
274.	May, Harriette Laurel	Lane
282.	Mills, Winnifred Joyce	Huron
307.	Parrish, Mabel Alyce	Tulare
309.	Phillips, Ethel Beatrice	Huron
363.	Vandervoort, Gertrude Marie	(10) South Bend, Ind.

PUBLIC SCHOOL MUSIC

182.	Carroll, Harriet Elizabeth	Huron
274.	May, Harriette Laurel	(2) Lane

HARMONY

176.	Brewer, Winnifred Caryl	Woonsocket
175.	Brown, Frances Lorraine	Pierre
180.	Busse, Dorothy C.	Alpena
182.	Carroll, Harriet Elizabeth	Huron
203.	Dickinson, Consuelo Margaret	Huron
226.	Granger, Mary Adelaide	Aberdeen
236.	Harris, Mary Elizabeth	Wessington
238.	Holton, Keith Henry	Huron
247.	Jacobsen, Dorothy	Pierre
272.	Mauch, Margaret Evelyn	Hetland
274.	May, Harriette Laurel	Lane
282.	Mills, Winnifred Joyce	Huron
131.	Musch, Arthur Charles	Mellette
302.	McMillan, Golda Eugenia	Alpena
307.	Parrish, Mabel Alyce	Tulare
309.	Phillips, Ethel Beatrice	Huron
357.	Todd, Dorothy Amanda	Huron
363.	Vandervoort, Gertrude Marie	South Bend, Ind.
378.	Williams, Bernice Loraine	(19) Canova

MUSICAL THEORY

182.	Carroll, Harriet Elizabeth	Huron
272.	Mauch, Margaret Evelyn	(2) Hetland

ENSEMBLE

238.	Holton, Keith Henry	Huron
272.	Mauch, Margaret Evelyn	(2) Hetland

VIOLIN—NORMAL CLASS

171.	Blume, Frieda Louise	Huron
193.	Davis, Adah May	Huron
199.	DeBord, Chester	Huron
209.	Erb, Chester Harner	Huron
211.	Falk, Martin	Huron
212.	Fetzer, Thais	Huron
224.	Goodrich, Lloyd Harold	Huron
228.	Gunn, Lucille Margaret	Huron
237.	Hatfield, Esto Jeanne	Huron
243.	Hundling, Carol Noel	Huron
244.	Hundling, Dorman Danna	Huron
269.	Mapes, Gladys Purly	Huron
279.	Melum, Caroline Clara Christine	Huron
278.	Middaugh, Orra A.	Huron
283.	Morin, Canfield	Huron
288.	Myers, Margaret Elizabeth	Huron
289.	Myers, Ralph Coffin	Huron
306.	O'Halloran, Marcella May	Huron
324.	Schaller, Gladys Lorena	Huron
327.	Schroeder, Myrtle Florence	Huron
332.	Sechler, Alpha Mae	Huron
338.	Smythe, Georgine	Huron
340.	Stahl, Jacob	Huron
348.	Swearingen, Edgar	Huron
362.	Utterback, Christine H.	Huron
366.	Walker, Esther	Huron

PIPE ORGAN

175.	Brown, Frances Lorraine	Pierre
245.	Hundling, Lois	Huron
265.	Mackey, Warren B.	Huron
297.	McIlvaine. Evelyn	Huron
307.	Parrish, Mabel Alyce	(5) Tulare

CELLO

257.	Launspach, John A.	(1) Huron

EXPRESSION

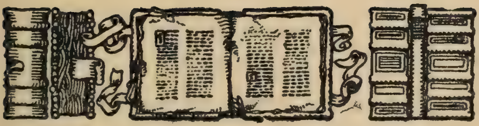
169.	Birks, Marie	Huron
176.	Brewer, Winifred Caryl	Woonsocket
183.	Cary, Edith Marie	Scotland
185.	Chenoweth, Doris A.	Huron
210.	Erickson, Elsie	Fargo, N. Dak.
345.	Styer, Kathleen	Huron
364.	Voorhees, Vera Elizabeth	Hitchcock
374.	Whitver, Gertrude Mae	(8) Walnut, Ill.

1918 SUMMER SCHOOL STUDENTS

78.	Ackerman, Lenita B.	Huron
1.	Adsit, Elva	Huron
95.	Albrecht, Rosa C.	Huron
89.	Andrews, Eulela	Parker
2.	Baumhoff, Blanche V.	Huron
3.	Beckmann, Dora	Cavour
79.	Beckmann, Marie M.	Cavour
86.	Berentzen, Edda	Tyler, Minn.
4.	Bloemendaal, Gerrit John	Clear Lake
5.	Bloodgood, Hazel	Huron
84.	Brady, Sarah Jean	Huron
87.	Broer, Martha	Alpena
94.	Brown, Jessie J.	Lane
74.	Burke, Stella	Huron
96.	Burlingame, Mattie	Salem
6.	Burtt, William Rollo	Huron
90.	Butz, Mrs. Roy	Timber Lake
7.	Cary, Edith Marie	Scotland
8.	Chenoweth, Doris	Wolsey
9.	Carlson, Dorothy	Huron
10.	Clarke, Alfra	Huron
11.	Coquillette, Marie	Miller
67.	Costello, Russell James	Esmond
12.	Culver, Edith	Cavour
13.	Davis, Margaret D.	Huron
14.	DeBoer, Hilda E.	Pollock
15.	Deeg, Averil	Huron
85.	Dudley, W. Ewart	Princeton
16.	Evans, Byrle	Vayland
17.	Gamble, Addie	Huron
18.	Gamble, Edith M	Huron
75.	Geiger, Nellie E.	Huron
19.	Geuther, Leona Edna	Delmont
20.	Groom, Della	Huron
91.	Gunderson, Clara B.	Huron
21.	Gunn, Elizabeth	Huron
22.	Haas, Harriet	Huron
23.	Hageman, Esther M.	Bancroft
68.	Hager, Edward Everette	Scotland
24.	Harper, Harry	Wolsey
25.	Heiss, Hazel Rose	Huron
26.	Hogan, Ruth	Huron
27.	Hopper, Lilias Maude	Cavour
80.	Housman, Mrs. Agnes S.	Huron
28.	Hoy, Charlotte Murle	Huron

69.	Hunt, Genevieve	Huron
29.	Hutchinson, Amy	Huron
76.	Kindley, Freda	Pedro
30.	Kleinsasser, Anna Clara	Carpenter
31.	Kruse, Blanch	Vayland
32.	Larson, Esther	Huron
33.	Laughlin, Mary Irene	Huron
34.	Lindsey, Ruby	Huron
35.	Lyon, Dora H.	Huron
36.	Madsen, Florence	Carpenter
81.	Martin, Norma Marie	Huron
82.	Mason, Margaret	Huron
37.	Mattley, Ethel	Deadwood
38.	Mead, Edith Ida	Hitchcock
39.	Meyer, Lenora C.	Huron
40.	Morrissey, Zazel	Huron
41.	Musolf, Laura	Yale
42.	McMillan, Golda Eugenia	Alpena
43.	Nelson, Alma L.	St. Lawrence
44.	Nordlund, Ralph Theodore	DeSmet
45.	O'Neal, Lizzie May	Wolsey
46.	Otto, Emma M.	Wessington
47.	Otto, Pauline	Wessington
88.	Palmer, May	Huron
48.	Price, Margaret	Huron
49.	Reeter, Dora	Bancroft
92.	Resler, Joanna	Wessington
50.	Rhoads, Laura M.	Forestburg
51.	Ritchey, Annie	Huron
52.	Rogers, Mildred K.	Wessington
53.	Rose, Hattie	Wessington
70.	Russell, Elizabeth M.	Philip
71.	Ruvel, Nathaniel	Huron
54.	Sager, Lillie	Huron
93.	Sargent, Carrie M.	Esmond
55.	Schaller, Genevieve	Huron
72.	Scofield, Ted Francis	Esmond
56.	Skelton, Marie	Wolsey
57.	Smith, Mildred Marjorie	Huron
58.	Starks, Elizabeth K.	St. Lawrence
77.	Starr, Ella	Osage, Iowa
59.	Stewart, Julia Hogan	Huron
83.	Stockwell, Mrs. Mary	Huron
60.	Sullivan, Frances	Pierre
61.	Thompson, Marian Elsie	Knoll
73.	Urquhart, Marjorie Maude	Huron
62.	Wallace, Mabel	Huron

63.	Walton, Dorothy Janet	Huron
64.	Winter, William J.	Huron
65.	Wiseman, Percy	Mt. Vernon
66.	York, Ruth	(96) Huron



Summary for 1918-1919

COLLEGE

Seniors	11		
Juniors	19		
Sophomores	21		
Freshmen	84		
Special	1	136	

ACADEMY

Fourth Year	15		
Third Year	7		
Second Year	9		
First Year	7	38	

NORMAL

All Normal students are classified with their respective classes in the Academy and the College departments.

BUSINESS

Accounting	53		
Shorthand	45		
Typewriting	33		
Less Duplicates	26	105	

MUSIC

Piano	63		
Violin	15		
Voice	38		
Theoretical Subjects	33		
Normal Piano	6		
Expression	8		
Public School Music	2		
Cello	1		
Pipe Organ	5		
Violin, Children's Class	26		
Less Duplicates	66	131	
Grand Total			410
Less Duplicates			124
Net Enrollment Sept., 1918, to June, 1919			286

SUMMER SCHOOL OF 1918

Total Registrations	96		
Less duplicates counted in preceding departments	26	70	
NET TOTAL for the year			356

SUMMARY OF STUDENT REGISTRATION FOR TWENTY-ONE YEARS

Departments	1898 1899	1899 1900	1900 1901	1901 1902	1902 1903	1903 1904	1904 1905	1905 1906	1906 1907	1907 1908	1908 1909	1909 1910	1910 1911	1911 1912	1912 1913	1913 1914	1914 1915	1915 1916	1916 1917	1917 1918	1918 1919
College..	4	8	10	12	16	15	24	30	24	40	54	47	69	74	75	90	112	127	138	112	136
Academy	38	42	53	44	57	56	43	38	44	90	93	91	78	64	63	55	69	74	56	44	38
Normal.	23	29	17	42	41	40	34	40	34	34	22	18	*	*	*	*	*	*	*	*	*
Business.	41	39	42	57	75	59	66	73	56	85	102	115	98	32	49	64	38	67	24	39	105
Music...	42	42	37	44	46	69	54	54	71	102	105	72	179	93	69	66	115	116	133	149	131
Art.....	....	....	....	....	....	....	19	10	....	....	....	....	23	....	....	....	....	....	..	....	....
Elocution	....	....	63	37	....	12	....	7	....	....	25	11	19	114	....	....	....	....	...	....	....
Night School	....	....	....	14	....	....	....	....	....	....	....	....	....	....	....	....	....	...	...	....	....
Summer School	....	....	....	67	72	64	72	100	88	138	152	160	185	228	194	196	205	205	183	151	96
Less Duplicates	12	4	53	60	41	31	27	19	35	74	87	75	137	121	62	73	86	117	91	103	150
Net Total	136	156	169	257	266	293	290	333	282	415	466	436	488	484	388	398	453	472	443	392	356

*All Normal students are classified with their respective classes in the Academy and the College Departments

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JUNE 1920

CATALOGUE EDITION OF HURON COLLEGE BULLETIN

ANNOUNCEMENTS FOR
1920-1921

JUL 1 1920

Huron College Bulletin

PUBLISHED TWO TIMES EACH MONTH BY HURON COLLEGE

VOL. XX—No. 1 HURON, SOUTH DAKOTA JUNE 1, 1920

Entered as second class matter April 8,'11 at the post office at Huron, S. D., under act of July 16,'94

JAN 2 1921

Communications with regard to gifts or endowments, or requests for information may be addressed to Huron College, Huron, South Dakota, (Rev. Harry Morehouse Gage, President or Mr. John I. Pasek, Treasurer and Business Manager). Checks or Drafts should be made payable to the order of "Huron College."

Corporate name: "Huron College." **Form of bequest:** "I give, devise and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College____

(*If real estate is to be conveyed, a full and legal description of property should be here given.*)

Annual
Catalogue Edition

June, 1920

Announcements for 1920-21

THE PURPOSE OF THIS BULLETIN IS TO SERVE AS A MEDIUM OF COMMUNICATION BETWEEN THE STUDENTS AND FRIENDS OF THE COLLEGE AND TO PUBLISH MATTERS OF INTEREST IN CONNECTION WITH THE INSTITUTION

College Calendar

1920

July

24.	Saturday	*Summer School Clos*

September

20-21.	Monday, 10:00 a. m. to Tuesday, 4:00 p. m	*Registration of Stude*
22.	Wednesday	*First Semester Begi*
	8:00 a. m	*Registration Continu*
	2:00 p. m	*Opening Exercises in Cha*
23.	Thursday, 8:00 a. m	*Regular Class Exercises Be*

November

25.	Thursday	*Thanksgiving Day Rec*

December

22.	Wednesday, 4:00 p. m	*Christmas Holidays Be*

—1921—

January

5.	Wednesday, 8:00 a. m	*Class Exercises Resu*

February

2.	Wednesday	*Mid-year Examinations Be*
5.	Saturday	*Mid-year Examinations Cl*
5.	Saturday, 4:00 p. m	*End of First Seme*
8.	Tuesday	*Second Semester Beg*

College Calendar

Continued

April

14.	Thursday	*Annual Election of Officers of Students' Association*

May

6.	Friday	*Louis K. McClymonds Scholarship Examination*
6.	Friday	*The Thomas Maynard Declamation Contest*
25.	Wednesday, 4:00 p. m.	*Senior Vacation Begins*
29.	Sunday	*Memorial Day*

June

2.	Thursday	*Final Examinations Begin*
5.	Sunday, 10:30 a. m.	*The Baccalaureate Sermon*
	8:00 p. m.	*The Y. M. C. A. Address*
6.	Monday	*Final Examinations Close*
6.	Monday, 8:30 p. m.	*School of Music Recital*
7.	Tuesday, 8:30 p. m.	*Senior Class Play*
8.	Wednesday, 10:00 a. m.	*Annual Meeting of Board of Trustees*
	8:30 p. m.	*Academy and Commercial Graduation Exercises*
9.	Thursday, 10:30 a. m.	*Thirty-third Annual Commencement*
14.	Tuesday, 10:00 a. m.	*Summer School Opens*

July

23.	Saturday	*Summer School Closes*

College Calendar for 1920-21

1920 SEPTEMBER 1920

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1920 OCTOBER 1920

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1920 NOVEMBER 1920

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1920 DECEMBER 1920

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1921 JANUARY 1921

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1921 FEBRUARY 1921

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

1921 MARCH 1921

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1921 APRIL 1921

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1921 MAY 1921

SUN	MON	TUE	WED	THU	FRI	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	1
15	16	17	18	19	20	2
22	23	24	25	26	27	2
29	30	31				

1921 JUNE 192

SUN	MON	TUE	WED	THU	FRI	SA
			1	2	3	4
5	6	7	8	9	10	1
12	13	14	15	16	17	1
19	20	21	22	23	24	2
26	27	28	29	30		

1921 JULY 192

SUN	MON	TUE	WED	THU	FRI	SA
					1	
3	4	5	6	7	3	
10	11	12	13	14	15	1
17	18	19	20	21	22	2
24	25	26	27	28	29	3
31						

1921 AUGUST 192

SUN	MON	TUE	WED	THU	FRI	SA
	1	2	3	4	5	
7	8	9	10	11	12	1
14	15	16	17	18	19	2
21	22	23	24	25	26	2
28	29	30	31			

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(For 1919-20)

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President, Philosophy

ELISABETH REID, Ph. B.
Dean of Women, English

WILLIAM L. NOTESTEIN, A. M., D. D.
Greek, Latin

ELLA McINTIRE, B. L. S.
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FREDERIC B. OXTOBY, A. M., B. D., D. D.
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Mathematics

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FRANCOIS FLORENT
Romance Languages

N. H. McKAY, B, S.
Coach in Athletics

On leave of absence

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English, History
GERTRUDE MAY, B. S.
Mathematics, Science
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Latin
MILDRED BELLE KIES
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FERN MACLEAN, B. MUS.
Piano, Harmony, Organ
GRACE B. FINLEY
Piano, Normal Training
LUCY MAY CANNON, A. B.
Violin, Public School Music, Musical History
BESSIE HATCH, A. B.
Expression

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Office Secretary and Registrar
MARY E. SCRUBY
Matron of Elizabeth R. Voorhees Dormitory

STANDING COMMITTEES OF THE FACULTY

For 1919-1920

Administration

Gage, Evans, Reid, Notestein, McIntire, Myers, Lawrance

Absence

Evans, Reid

Athletics and Gymnasium

Reed, McKay, Hatch, Evans

Courses

Reid, Longstaff, McIntire, Lawrance, Bailey, McNaughton

Curriculum

Williams, Reid, Notestein, Lawrance, Evans, Lussky

Library and Literary Work

Notestein, Reid, McIntire, Oxtoby, Williams

Public Entertainments, Social Functions

Myers, Oxtoby, Cannon, Hatch, Bell

Scholarships and Student Aid

Gage, Reid

Student Publications

Myers, McIntire, Hutsinpillar

Catalogue

Notestein, Bailey, Longstaff, McNaughton

Historical Statement

THE College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson, to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Findley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President. For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town, for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

On December 4th, 1905, the down-town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was completed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings, giving the College a splendid property, free of debt, with which to face a great opportunity.

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees, followed with conditional offers or gifts. On May 25th, 1911, The General Education Board, of New York City, offered to give $100,000 on

condition that the total endowment should be made $500,000. On November 11, 1911, the half-million-dollar subscription was completed. The $500,000 Endowment was actually realized on July 31, 1916, and the funds invested in farm mortgages. Since that time the Endowment Fund has increased to $565,000.

Presidents of Pierre University and Huron College

Rev. Thomas M. Findley (Pierre)	1883-1884
William M. Blackburn, D. D. (Pierre)	1884-1898
Calvin H. French, D. D. LL. D. (Huron)	1898-1913
Rev. Harry Morehouse Gage, A. M., LL. D	1913-

Chronology

April 26, 1883	Articles of Incorporation were adopted by the Dakota Presbytery during the spring meeting held at Huron, South Dakota.
July 6, 1883	This institution began as "The Presbyterian University of Southern Dakota" and was incorporated under that name July 6, 1883, by the Presbytery of Southern Dakota, which then included all that part of Dakota Territory south of the 46th parallel of North Latitude. The Articles of Incorporation were adopted on April 26, 1883, by the Presbytery during the spring meeting held at Huron, South Dakota.
Sept. 26, 1883	The institution opened September 26, 1883, in Pierre, South Dakota, in a frame building which had just been completed for that purpose. Rev. Thomas M. Findley was president.
Oct. 11, 1884	The Synod of South Dakota accepted the institution from the Presbytery and incorporated it as "Pierre University."
Oct. 10, 1885	Rev. Wm. M. Blackburn, D. D., LL. D., was inaugurated president.
June 1, 1887	Frank A. Farrar, **first college graduate,** was graduated with the degree of A. B.
June 2, 1898	Pierre University and Scotland Academy were merged into Huron College and located at Huron, South Dakota.
June 24, 1898	The resignation of Rev. Wm. M. Blackburn, D. D., LL. D., as president was accepted and Rev. Calvin H. French was elected president.
Sept. 20, 1898	First term of school opened at the new location—Huron, South Dakota.

Dec. 29, 1898	Death of Dr. Blackburn at his home in Pierre, South Dakota.
1902	Campus of four blocks was offered by the Western Town Lot Company.
Jan. 22, 1903	Mr. Ralph Voorhees assigned to Huron College certain mortgage and other securities valued at $25,000.
Oct. 14, 1903	The name of the corporation was changed from "The Synod of South Dakota" to "Huron College."
1903	Ladies' College Association of Huron pledged $5,000 towards the construction of a girls' dormitory.
December, 1903	Mr. Voorhees offered $15,000 towards the completion of the new dormitory, which was named the Elizabeth R. Voorhees Dormitory for Girls.
Oct. 8, 1904	The Elizabeth R. Voorhees Dormitory for Girls, the first building erected on the new campus, was dedicated.
Feb. 7, 1905	Campus of four city blocks was deeded to Huron College by the Western Town Lot Company.
Nov. 7, 1905	The Trustees formally accepted Mr. Voorhees' offer of $100,000 towards the construction of a new central building.
Dec. 4, 1905	The down-town building sold. (This building was originally built for a hotel in 1888 and later (1898) was bought by the citizens of Huron and given to the Trustees of the College.)
June 7, 1906	Laying of the corner stone of Ralph Voorhees Hall, the new central building.
Feb. 15, 1907	College work was transferred to the Ralph Voorhees Hall from the down-town rented rooms.
Oct. 5, 1907	Ralph Voorhees Hall, the new central building, was dedicated.
July 8, 1909	$15,000 was received from Dr. D. K. Pearsons as the beginning of a permanent endowment.
Nov. 11, 1909	James J. Hill pledged $50,000 towards an Endowment Fund of $250,000.
Mar. 25, 1911	Huron campaign for $50,000 towards an Endowment Fund of $500,000 was closed.
May 25, 1911	General Education Board pledged $100,000 towards an Endowment Fund of $500,000.
Nov. 11, 1911	Campaign for an Endowment Fund of $500,000 was closed successfully.
Sept. 30, 1913	Inauguration of Harry Morehouse Gage as President of the College.
July 31, 1916	Collection of the $500,000 Endowment Fund completed.
Dec. 4, 1916	Oliver Memorial Fund of $15,000 received.

Grounds, Buildings and Equipment

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercia work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors and the attic floor above there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total capacity of two hundred and eighty-five horsepower. A hundred horse-power engine with a fifty kilowat, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group and it is complete and modern in every respect.

THE LIBRARY

The library of Huron College occupies the two northeast rooms on the main floor of Ralph Voorhees Hall, with an additional basement stackroom just below the old stackroom and a storeroom on the third floor. The large room on the main floor is used as a reading room and contains the reference books, current magazines, and newspapers. The new basement room relieve the overcrowded stackroom but it is not a convenient or satisfactory arrangement.

At the close of the year September 1919 the library contained 10,68 volumes, catalogued and ready for use. Besides these bound volumes there are several hundred pamphlets and unbound magazines. Gifts were received from several friends of the college, the most noteworthy being a gift of th National Cyclopaedia of American Biography from Mrs. J. J. Hill of St. Paul Other friends of the college from whom we received gifts of two or more volumes are Prof. C. W. Hochstetler, Prof. H. Foster Jones, Prof. E. W. Davidson, Prof. N. C. Hutsinpillar, and The Fortnightly Club of Huron.

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas, and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is equipped with specially made oak tables, each student's place being provided with gas and electricity. Much new apparatus has been added in recent years, and a thorough laboratory training is given with each course offered.

Biology—Much advanced work has been done in this department during the past year. New equipment has been added, enabling us to offer excellent work in this department.

MUSIC ROOMS

Twelve rooms at the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage, and, by means of the freight elevator, pianos on any floor are quite accessible for use in recitals or other public programs. Seventeen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gymnasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located, and a fair amount of gymnasium equipment is available.

A NEW PROPOSED GYMNASIUM BUILDING

The plans for the new gymnasium building are about completed and the Trustees propose to have the construction of the building started as soon as it is practical. This is to be a large, commodious, and up-to-date gymnasium with all modern equipment. The building will cost approximately $125,000 and about half this amount is now subscribed.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred other chairs when they may be needed. The woodwork here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and convenient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

THE COLLEGE PRESS

A complete job printing plant occupies the two south rooms on the ground floor of the Voorhees Hall. The plant was installed in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. A large amount of work is done, including The Huron Alphomega, the College Bulletin, many blanks and much miscellaneous printing. The work is in charge of a competent printer, who is assisted by students. From three or four to a dozen students are employed most of the time, according to the amount of work to be done. Boys and girls, with some knowledge of printing, and others who are willing to learn can earn considerable money, as assistants in this department.

General Information

The City of Huron—Huron offers many advantages as a college community. It is located near the center of the eastern half of the state, and according to the last census within a very few miles of the center of population It has a population of about ten thousand and is rapidly growing. It is th division headquarters for the Dakota division of the Chicago and Northwester Railway System. Division offices, large shops, a round house, and extensiv freight yards are located here. Four lines of this railway radiate north, south east and west from Huron, giving easy access to every part of the state. On of these lines has recently been extended two hundred miles to the westwar into the Black Hills region, thus giving access to Huron from the entire wester half of the state.

One line of the Great Northern Railway with connections to St. Paul an Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trad with the surrounding country and the smaller towns.

Organization and Government—The College is under the managemen of the Presbyterian Synod of South Dakota. The Synod elects the Trustees who are divided into three classes which serve three years each. Two-third of them must be members of the Presbyterian church. This Board of Trustee appoints the Faculty and administers the affairs of the school. They meet statedly three times a year, and at other times on the call of the President of th Board. In the interval, an executive committee has charge of all college affair

Not a Sectarian College—The College is Presbyterian, but not sectarian There is no teaching of denominational doctrine and no effort to influence student in behalf of the Presbyterian church rather than any other church which they o their friends may prefer. In its own locality the College receives sympathy an help from people of all denominations and from many of none. It opens it doors freely to all, asking only that they come with an earnest desire to lear and serve the truth.

Educational Standards—Huron College, considered as distinct from hig schools and training schools on the one hand and graduate schools and profession schools on the other, aims to fulfill the essential functions of a college of liber

arts. The mission of the College, aside from character building, for which definite provision is made, is intellectual. Graduates of Huron should be capable of the rational use of experience. They should have a grasp of the principles underlying the professions and the various phases of human relations.

The College strives to keep in touch with the best educational thought of the day and to associate itself with recognized leaders in the field of education. In January, 1915, Huron became a member of the newly organized Association of American Colleges, which promises to become a strong and good influence among colleges generally. In March, 1915, it was admitted to membership in the North Central Association of High Schools and Colleges. This endorsement by an association so widely known as the North Central will be highly valued by the friends and patrons of the College. It is a just recognition of the ideals and standards maintained by the institution.

The Academy and the School of Music are maintained primarily for the direct services which they are able to render to students enrolled in regular college courses and to those who are preparing for such courses. Furthermore, these schools are of service to the people of South Dakota by providing some training and education for many young people who cannot take a college course.

Normal courses leading to a State Certificate and a Life Diploma are provided for those who wish to teach. These are so correlated with the regular courses that the work can be credited toward graduation from College or Academy.

Bequests—A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College.."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment, that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

The College Board—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904. Later it became the College Board of the Presbyterian Church. In 1918 a union of the Board of Education and the College Board was effected, the new board being the General Board of Education, with offices in New York City. The College Department of the General Board aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amounts for current expenses and large sums for endowments will be sought.

Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it. The College can not promise to obtain work for all needy students, but all the assistance possible will gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year. From four to six students with knowledge of printing or who are willing to learn and work steadily can earn considerable money in the College Printing Department. Students are paid by the hour, according to their ability.

STUDENT ORGANIZATIONS

Young Men's Christian Association—The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every week, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

The Association has expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of the Ralph Voorhees Hall. The use of this room has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A creditable representation has gone each year both to the summer conference and to the state convention.

Young Women's Christian Association—This Association works along lines similar to those followed by the Y. M. C. A. It is a center for much of the social life of the College. Its earnest religious purpose is never subordinated, however, to social interests. There are classes for Bible and Mission Study. Regular devotional meetings are held. There are occasional union meetings with the Y. M. C. A. Delegates are sent each year to the national conference and to the territorial convention. An earnest spiritual purpose characterizes the association and its influence stimulates and strengthens the religious life of the students.

Students' Association—This is a formal organization of the student body

including every student regularly enrolled in any department of the institution. Its object is to find convenient and effective methods by which all proper student enterprises and activities may be promoted and all improper influences and activities eliminated. Incidentally it furnishes some excellent opportunities for students and Faculty to co-operate in such efforts.

Literary Societies—Four literary societies, conducted by students, under the general supervision of the Faculty, are in successful operation. In the Collegiate Department these are: the Philomathean, the Eulalean, and the Boethean; and in the Academy: the Lambda Sigma.

College Paper—Since 1909 the College paper, "The Huron Alphomega," has been published as a weekly instead of a monthly. It gives a valuable business and literary training to the students who act as managers and editors and stands out as a true exponent of college life and as an interesting medium of communication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered annually by the friend whose name it bears. This prize is awarded to the winner of first place in a local contest in oratory. In addition, the Students' Association offers a prize of fifteen dollars to the winner of second place in the contest.

The Charles E. DeLand Prize Medal In Oratory—Mr. Charles E. DeLand, of Pierre, South Dakota, during 1912 gave $500 as the endowment of a prize medal to be known as the DeLand Prize Medal in Oratory. The income of this endowment is to be used annually in providing the medal to be awarded to the winner of this contest.

The Smith Trophy in Extemporaneous Speaking—Mr. W. C. Smith, of Huron, has given a cup as a prize for an extemporaneous speaking contest. The cup will remain permanently in the College, the winner's name being engraved on the cup each year. All students in the College department will be eligible for this contest.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibbs Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

THE OLIVER LECTURES

This course of lectures was established by Mrs. Harriet N. Oliver in memory of her husband, Mr. J. S. Oliver, long a resident of Huron and one of the oldest and best friends of the College. It provides for two lectures to be given each year before the student body and the general public, the subject to be selected within the field of Economics. The course is known as "The Oliver Lectures," and is supported by a permanent endowment fund known as "The Oliver Memorial Endowment Fund."

The following men have served as Oliver Lecturers: In 1911, Hon. Coe I. Crawford and Judge A. E. Taylor; in 1912, Calvin H. French, D. D.; in 1913, Wallace Notestein, Ph. D.; in 1914, Horace Wayland Tilden, A. M., D. D.; in 1915, President C. C. O'Harra, Ph. D.; in 1916, Prof. G. L. Robinson, Ph. D.

Scholarships

The purpose of all scholarships is to aid and honor needy and worthy students who are able to meet the requirements of good scholarship, high personal character, exemplary conduct and habits of economy in the use of both time and money.

A full scholarship is one hundred dollars a year. The amount assigned to any one student will depend on the need and the merit of the applicant and on the amount of funds at the disposal of the Scholarship Committee.

It is the policy of the Scholarship Committee not to assign scholarships to students who are conditioned in any subject.

A scholarship may be withdrawn because of a failure or condition in any subject. When a scholarship has been withdrawn in this way, it may be renewed after the lapse of one semester, provided that former deficiencies have been made good and no new ones incurred.

In awarding scholarships preference is given to regular candidates for a degree, and to those who expect to complete their course in Huron College.

Applications for scholarships must be made on blank forms provided by the Scholarship Committee.

Students of the College should make out their applications for scholarships in June and December of each year. Prospective students should apply as early as possible, and their applications should be accompanied by the testimonials indicated in the blank forms.

Communications concerning scholarships should be addressed to the President.

The following scholarships have already been established:

The Horace B. Silliman Scholarships, five in number, were established in 1906 by the Hon. Horace B. Silliman, LL. D., of Cohoes, N. Y. Dr. Silliman gave $5,000 for the endowment of these scholarships, believing, as he said, "that this will be for the advancement of Christian education." These scholarships will be awarded to deserving young men by vote of the Faculty on recommendation of the Committee on Scholarships.

The J. Calvin Ely Scholarships, two in number, were established by Rev. J. Calvin Ely, D. D., of Morgantown, West Virginia. They are maintained by two endowments of $500 each made in 1906 and in 1913 respectively. In awarding these scholarships preference is given to young men who are studying for the Christian ministry.

The Louis K. McClymonds Scholarships were established in 1910 and are maintained by an annual gift of $620. This amount, after providing for the necessary expenses, is divided into portions of $100 each and awarded to six young men who give evidence of fitness to enter the freshman class of Huron College and who in addition give evidence of personal worth and ability to make good use of scholarship aid. Candidates for these scholarships must be graduates of the current year from four-year courses and they must be prepared to meet the requirements for admission to the Freshman class as stated on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School. The six scholarships will be awarded to boys only.

The George W. Abell Scholarship was established in 1912 and is to be known as "a memorial to George W. Abell from his wife and daughters." This scholarship is maintained by an endowment of $1,000.

The Maria Blossom Scholarship, established in 1912, is endowed by a bequest of $1,000 from the estate of Mrs. Maria Blossom, of Rochester, N. Y.

Scholarship Foundation in Music—A friend from Philadelphia, in October of 1918, established in the School of Music a scholarship to be awarded by the Scholarship Committee of the College on recommendation of the Director of the School of Music. The Scholarship pays to the holder $200. Reports on the standing and progress of scholars are made at the close of each year by the President of the College and the Director of the School of Music to the donor. Scholars are also required to report on their year's work. The purpose of the Scholarship is to encourage and assist promising and worthy young men and women in the cultivation of their musical ability.

Bible Teachers' Training School Fellowship—During the year 1918-19 the Faculty of the College accepted a fellowship in the School of Theology of the Bible Teachers' Training School, New York City. This fellowship is awarded each year upon recommendation of the Faculty of Huron College to a member of the graduating class or to a graduate of not more than five years' standing whose purpose it is to devote his life to Christian service. Selection of a fellow is made on the basis of creditable scholarship, strength of character, personality, evidence of growing ability, and limitation of financial resources. The fellowship provides board, room, and tuition and $50 for ncidental expenses. It may be held during a full course of three years. The erms of the fellowship require the incumbent to reside at the school, to main-ain a satisfactory standing and scholarship, and to engage in a limited amount of active Christian service under the direction of the School's Practical Work Department.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, Redfield

College, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in the granting of free or half tuition scholarships to graduates from the High Schools and the eighth grade of the county schools:

1. Two scholarships will be awarded to every four year high school or academy of the state, one being available for the highest rank young man and the other for the highest rank young lady.

2. Honor graduates from unaccredited high schools will be asked to take the entrance examinations at the institution they elect.

3. Only one scholarship each year will be awarded to any High School of less than four years or to the graduating class of the eighth grade of county schools.

4. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade class of county schools. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.

5. Holder of the scholarship must maintain an average of at least 80 per cent during the first semester of the Freshman year in college; otherwise the scholarship will not be given for the second semester.

6. These scholarships can not be transferred, and they become void one year after the date of graduation.

7. To graduates from four-year High School courses these scholarships will convey full tuition for one year in courses of collegiate rank. To graduates from High School courses of less than four years or from eighth grade classes of county schools they will convey one-half tuition for one year in the academy only.

8. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges, who for the present year is Prof. H. G. Lawrance, Huron, South Dakota.

Expenses

TUITION

Regular Tuition—In the College, tuition is $100 per year, or $50 for one semester. This includes the usual incidental and library fees, which amount

to from $10 to $20 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $35 per semester. These fees do not include laboratory or other special fees.

Half Tuition—Ministers' children, or students preparing for the ministry and pursuing regular college or academy courses, will, if it is desired, be given a reduction of one-half on tuition in those courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than a semester may be paid at the rate of $4 per week, provided that the charge made for any period shall not be less than $5. Tuition in the Academy and the Commercial-Academic Departments for a shorter period than a semester may be paid at the rate of $3 per week, provided that the charge made for any period shall not be less than $5.

Tuition for Single Courses—Students registering for a single course will pay one half the regular tuition.

Refunds—The expenses of the College are not reduced when a student leaves school before the end of the semester. For this reason, refunds of tuition and other fees can be allowed only to a very limited extent. On payments made by the semester, refunds can be made only in accordance with the preceding paragraph on tuition for fractional semesters. On payments made in advance for the entire year, in case the student leaves the school before the end of the year, the money paid will be applied on the bills as computed by the semester. Should there be any balance remaining after paying the fees as thus computed, it will be refunded.

ROOM, HEAT, AND LIGHT

Rooms in Voorhees Dormitory—Young women from out of town are expected to obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dresser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $10 per semester, young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Under special circumstances, young women are allowed to obtain board and room in private families, but only at such places as are approved by the Faculty. For instance, permission to room outside of the dormitory is given to young women who for good reasons wish to live with relatives and to those who wish to work for board and room. In all cases, those wishing to room outside of the dormitory, must make arrangements with the President and the Dean of Women before engaging rooms. The College keeps on file a selected list of people who wish college girls to live with them and to work for board and room. This list may be obtained by applying to the Office Secretary.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $4 to $7.00 per week. Furnished rooms, without board, including laundry for bed and toilet, cost from $1.25 cents to $4 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in securing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester, a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will be made in case the student fails to register unless the treasurer of the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent a combined fee of $25 per semester.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than a semester may pay for room, heat and light at the rate of $2 per week, provided that the smallest charge made for any period shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students' Association Fee—Each student shall pay to the treasurer of the College a fee of five dollars per semester, or ten dollars per year, to constitute a special fund for student enterprises, except as hereinafter provided. Students who enroll after the third month of a semester shall pay a fee of one dollar for the remainder of said semester. Students not rooming in the dormitory who enroll for a special course of one or two hours per week only, may, if they do not desire to take advantage of the special privileges provided for under this Association, pay a contingent fee of one dollar per semester in lieu of the regular fee. Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of the regular fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contests and intercollegiate debates, and (3) to all athletic games and contests of the College, not including the State High School Basketball Tournament and the State Meet when held at Huron.

Student enterprises shall be under the direction of three members of the Faculty; one to have supervision over athletics, one to have supervision over the College paper, and one to have supervision over other student enterprises.

These members shall be elected by the Faculty. No debts shall be contracted for any of these enterprises without the consent of the supervising member.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

General Chemistry	$6.00 per semester
Analytic Chemistry	7.00 per semester
Organic Chemistry	8.00 per semester
Physics (College)	4.00 per semester
Physics (Academy)	2.00 per semester
Biology (all courses in College)	4.00 per semester
Biology (Academy)	1.00 per semester

Typewriting—All students taking Typewriting will pay in addition to the regular tuiton a typewriter rental fee of $5 per semester.

Special Examinations—A fee of fifty cents will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of the second semester, provided such students have been in attendance during the preceding semester.

Diplomas—The fees for diplomas are as follows:

For College degrees	$5.00
For diplomas from other departments	3.00
Certificates of Graduation	2.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past year board has been $4.50 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

Note:—For further information about the fees in the special departments, see the Index.

SUMMARY OF EXPENSES

Tuition:—	First Semester	Second Semester	Year's Exp.
College	$50.00	$50.00	$100.00
Academy	35.00	35.00	
Room, Heat and Light, in Voorhees Dormitory	25.00	25.00	50.00
Table board, about $4.50 per week, 36 weeks			162.00
Laundry and other expenses, estimated			20.00
Books, from $7 to $15			13.00
Students' Association Fee			10.00
Total			$355.00
Tuition in Other Departments:—			Year's Tuition
Accounting or Stenography	$35.00	$35.00	$70.00
Music—Piano, Violin, or Voice:—			
One lesson per week	$18.00 to	$27.00	per semester
Two lessons per week	30.00 to	45.00	per semester

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to do this, parents or students should write in advance to the President or the Treasurer concerning arrangements.

HURON COLLEGE
HURON, SOUTH DAKOTA

General Requirements

Type of Students Desired—Only students with an earnest purpose are lesired. For such, few regulations are necessary. The main purpose for which ny student should come to college is the prosecution of his work and the enjoynent of the advantages afforded by the institution. If any student manifests persistent lack of interest in his work, and by continued failure wastes his own ime and that of his instructors, or if in the judgment of the College authorities is general course of conduct brings discredit upon the institution, the College eserves the right to dismiss such student without stating any more specific ause.

Chapel—All students are required to attend at least four-fifths of the daily hapel exercises. Those whose religious beliefs prevent them from participating in these exercises will be excused.

Church—On Sabbath all students are expected to attend at least one ervice at such church as they or their parents may select.

Matriculation—All students before registering for courses are required to matriculate. In making application for matriculation students pledge themselves, on condition of being admitted to the privileges of the institution, to bserve to the best of their ability the rules and regulations of the Trustees and Faculty and to do what they can to promote the interest of the institution.

Conduct of Students—The Faculty of the College have passed certain administrative rules which apply to classification, absences, credits and similar matters. With regard to conduct of students, it is the policy of the Faculty not to pass rules; and with few exceptions this policy has been followed. *Students, when they matriculate, are placed upon their honor.* They are expected to conduct themselves as ladies and gentlemen at all times and in all places, and to respect the rights and privileges of their instructors and fellow students, and to attend faithfully to their work. Without assigning any specific reason, the Faculty may at any time dismiss any student whose conduct in their judgment is detrimental to the welfare of the institution.

Supervision of Women—All young women away from home, whether rooming at the dormitory or not, are under the supervision of the Dean of Women, and are responsible to her for their conduct.

Study Hours—All students are expected to observe such study hours as the Faculty may announce.

Admission to Classes—Admission to classes is by card. No cards entitling students to enter classes will be issued until the student has paid his tuition and other fees or has made arrangements for their payment satisfactory to the Treasurer of the College. No student will be recognized as a member of a class until the proper class card has been filed with the instructor and until the card has been received the student will be marked absent from the beginning of the semester.

Absences—Unexcused absences in excess of a certain number deprive a student of partial or complete credit in any course in which the absences occur. Credits lost because of excused absences may be restored, but only when the

work in arrears has been satisfactorily completed. As a general rule absences because of serious illness are the only excusable absences.

Dropping Courses—No student having once enrolled in a course, shall be permitted to withdraw from such course without written consent from the Faculty Committee on Courses and from the instructor of the course in question. Failure to secure such consent shall constitute failure in the course and shall debar the student from enrolling in any other course during the same semester and shall also deprive the student of credit in courses in which he has already enrolled.

Grades, Conditions, Failures—The passing grade in the College Department is 60 per cent, but an average grade of 70 will be required to count for graduation. In the Academy Department the passing grade is 75 per cent, but an average of 80 will be required to count for graduation. A standing between passing grade and 10 per cent. below it constitutes a condition. Conditions incurred in the preceding semester and not removed by examination by the middle of the following semester will be recorded as failures. When a failure is recorded, credit may be secured in the course in which the failure has been incurred only by repeating the course in a following semester. Failures prevent a student from continuing a course in the semester immediately following.

Classification—In determining the classification of a student, advance credits shall be subtracted from conditions; then if he lacks more than half the required credits in any year, he will be classified in the class below.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high schools should bring certified copies of standings in the subjects completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

Limits of Work—No student in the College, without special grant of the Course Committee, shall be permitted to carry less than thirteen nor more than nineteen recitation periods per week.

Participation in Public Affairs—Public affairs include athletic, oratorical, debating, and musical contests. Participation in Public Affairs in connection with any department of the College is always confined to students in good standing. Students who participate in intercollegiate athletic contests must conform to the requirements of the South Dakota Athletic Conference. Participants in other Public Affairs must be actually taking sufficient work to satisfy the minimum number of hours required in the course pursued. Furthermore, the participant must be able to present a record of satisfactory class work. At the middle and end of each semester those who are doing unsatisfactory work in two or more subjects are reported as ineligible for the next half-semester. Unsatisfactory work means work below the passing mark. A student whose average in all

studies falls below the passing mark may be placed upon the ineligible list at any time. Students under discipline are ineligible until restored to good standing.

Graduation—No student should be absent from any portion of the Senior year. Students are not admitted as candidates for the bachelor's degree after the beginning of the first semester of the Senior year. At the beginning of the second semester of the Senior year candidates for degrees are required to classify without conditions. A writtter oration is required of each Senior. This ora-ion must be submitted to the Faculty not later April 24th.

Student Organizations—Before any student organization is completed, ts constitution and by-laws must be submitted to the Faculty for approval. Subsequent amendments to a constitution and changes in by-laws must also be submitted to the Faculty.

REQUIREMENTS FOR ADMISSION

College—Graduates of the Academy department are admitted to the Freshman class without conditions.

Graduates from approved high schools who present fifteen units according to the list given below will be admitted to the Freshman class, a unit being a course of study pursued throughout a school year of not less than thirty-five weeks, with five recitations a week of at least forty minutes each. Students not graduates of approved schools or academies must present sixteen credits for admission, or must be examined according to the graduation requirements of Huron Academy.

Graduates of approved high schools may be admitted conditionally on presentation of 14 units.

All conditions must be made up before the end of the Freshman year.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended.

Mature students wishing to take a special course may be admitted to such courses as they are prepared to enter.

Attention is called to the statement upon a following page with regard to equirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

Group I. Required Subjects, Seven Units

English I, II and IV	3 units
American History and Government	1 unit
Algebra, to Quadratics	1 unit
Plain Geometry	1 unit
Science, one year's work in any of the following	1 unit

(1) Physics
(2) Chemistry
(3) Botany
(4) Zoölogy
(5) Physiography

Group II. **Elective Subjects, Eight Units from the following list.**

Subjects	un
Latin	4
German	4
French	2
English III	1
Ancient History	1
Mediaeval and Modern History	1
English History	1
Physics	1
Chemistry	1
Botany	1
Zoology	1
Physiography	1
Economics	½
Physiology	½
General Science	½
Advanced Algebra	½
Solid Geometry	½
Trigonometry	½
Public Speaking	½ (in four years school only)
Physical Training	1-4 (in four years school only)
Vocal Music	1-4 (in four years school only)
Manual Training	as defined in the high school manual
Domestic Science	as defined in the high school manual
Agriculture	as defined in the high school manual
Commercial Branches	as defined in the high school manual
Pedagogy	as defined in the high school manual

Description of Entrance Courses

FOR ENTRANCE TO THE FRESHMAN CLASS OF THE COLLEGE. STUDENTS MAY PRESENT THE EQUIVALENT OF THE FOLLOWING COURSES:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

As to the number of classics to be read, the minimum is fifteen; for full credit for a three years' course the reading of twenty or more is recommended. The following list is arranged in groups corresponding in degree of difficulty to the several years of the preparatory course. The difference between adjacent groups, however, is not great, and substitution between them is quite allowable. Works not named herein, but similar in character and of no greater difficulty, may, of course, be substituted. Of the fifteen or more classics, one-third should be carefully studied in the classroom; the others should be read wholly or in part outside, although it is sometimes advisable to begin the study in the classroom, to secure the student's interest or to make clear the manner in which the reading is to be done.

For the First Year of Academy or High School: 1. Simpler Poems of Browning. 2. Coleridge's Rime of the Ancient Mariner. 3. Cooper's The Last of the Mohicans. 4. Dickens's A Christmas Carol. 5. Dickens's The Cricket on the Hearth. 6. Hale's The Man Without a Country. 7. Irving's Sketch Book (selections). 8. Longfellow's The Courtship of Miles Standish. 9. Lowell's The Vision of Sir Launfal. 10. Lyell's Travels in North America. 11. Poe's The Raven (and other poems). 12. Scott's Ivanhoe. 13. Scott's The Lady of the Lake. 14. Scott's The Lay of the Last Minstrel. 15. Shakespeare's As You Like It. 16. Stevenson's Inland Voyage and Travels with a Donkey. 17. Stevenson's Treasure Island. 18. Whittier's Snow Bound (and other poems).

For the Second Year of Academy or High School: 1. Addison—Selections from the Spectator; the Sir Roger de Coverly Papers, etc. 2. American public Addresses (simpler examples of American Oratory). 3. Bryant's Thanatopsis (and other poems). 4. Bunyan's Pilgrim's Progress. 5. Burns's The Cotter's Saturday Night (and other simple poems). 6. Byron's Mazeppa (and other poems). 7. Dickens's A Tale of Two Cities. 8. George Eliot's Silas Marner. 9. Early English Ballads (Sir Patrick Spens, Chevy Chase, etc.). 10. Goldsmith's The Deserted Village (and other poems). 11. Goldsmith's The Traveler (and other poems). 12. Goldsmith's The Vicar of Wakefield. 13. Gray's Elegy in a Country Churchyard. 14. Hawthorne's The House of the Seven Gables. 15. Irving's The Tales of a Traveler (selections). 16. Lamb's The Essays of Elia (selections). 17. Lincoln's Speeches (selections). 18. Macaulay's Lays of Ancient Rome. 19. Parkman's The Oregon Trail. 20. Poe's The Gold Bug (and other tales). 21. Pope's The Iliad (selected books). 22. Scott's Kenil-

worth. 23. Scott's Marmion. 24. Scott's The Talisman. 25. Shakespeare A Midsummer Night's Dream. 26. Shakespeare's The Merchant of Venic 27. Shakespeare's Much Ado About Nothing. 28. Shakespeare's Romeo an Juliet. 29. Shakespeare's The Tempest. 30. Shakespeare's Twelfth Nigh 31. Southy's The Life of Nelson.

For the Third Year of Academy or High School 1. Arnold's Poems (sele tions). 2. Arnold's Sohrab and Rustum. 3. Bacon's Essays (selection 4. Browning's Poems (selections, poems more difficult than those recommend for the First Year work). 5. Browning's (Elizabeth Barrett) Poems (selection 6. Byron's Chide Harold's Pilgrimage, Cantos I and II. 7. Chaucer's Prolog to the Canterbury Tales. 8. Chaucer's Knight's Tale. 9. Chaucer's Nun Priest's Tale. 10. Chaucer's Squiere's Tale. 11. Chesterfield's Letters (sele tions). 12. Cowper's The Task, Books I and II. 13. Curtis's The Public Du of Educated Men. 14. Defoe's The Journal of the Plague. 15. De Quincey Joan of Arc and The English Mail Coach. 16. De Quincey's The Flight of Tartar Tribe. 17. Dryden's Alexander's Feast (and other poems). 18. Dr den's Palamon and Arcite. 19. Emerson's Essays (selections). 20. Emerson Nature. 21. Franklin's Autobiography. 22. Goldsmith's She Stoops to Co quer. 23. Goldsmith's The Good-Natured Man. 24. Holmes's Poems (sele tions). 25. Irving's The Alahambra (selections). 26. Irving's The Life of Gol smith. 27. Job. 28. Keat's The Eve of St. Agnes (and other poems). 2 Lamb's Essays of Elia (selections). 30. Pope's The Rape of the Lock ar Epistle to Arbuthnot. 31. Ruskin (selections from works). 32. Ruskin Sesame and Lilies. 33. Shakespeare's King Henry IV, Part I. 34. Shak speare's King Henry V. 35. Shakespeare's King John. 36. Shakespeare Julius Caesar. 37. Shakespeare's Othello. 38. Shelly's Poems (selection 39. Spencer's The Faerie Queene, Book I. 40. Tennyson's Enoch Arden, T Palace of Art, and other poems. 41. Tennyson's The Idylls of the King. 4 Tennyson's The Princess. 43. Thackeray's The Roundabout Papers (selection 44. Thoreau's Walden. 45. Wordsworth's Poems (selections from simpler lyric 46. Wordsworth's Michael.

For the Fourth Year of Academy or High School 1. Arnold's Culture ar Anarchy (selections). 2. Burke's Thoughts on the Present Discontents. 3. Burke Reflections on the French Revolution (selected passages). 4. Burke's Speech American Taxation. 5. Burke's Speech on Conciliation with the Americ Colonies. 6. Carlyle's Essay on Burns. 7. Carlyle's Heroes and Hero Worsh (selections). 8. Emerson's The American Scholar. 9. Macaulay's Essay Addison. 10. Macaulay's Essay on Lord Bacon. 11. Macaulay's Essay Boswell's Life of Johnson. 12. Macaulay's Essay on Byron. 13. Macaula Essay on Warren Hastings. 14. Macaulay's Essay on Lord Clive. 15. Ma aulay's Essay on Milton. 16. Macaulay's Essay on Samuel Johnson. 1 Milton's Minor Poems. 18. Milton's Paradise Lost (Books I, II). 19. Milton Samson Agonistes. 20. Newman's (John Henry) Works (selections). 2 Pope's Essay on Criticism. 22. Shakespeare's King Henry VIII. 23. Shak speare's Hamlet. 24. Shakespeare's King Lear. 25. Shakespeare's Macbet

6. Shakespeare's King Richard III. 27. Shakespeare's The Winter's Tale. 8. Tennyson's In Memoriam. 29. Washington's Farewell Address. 30. Web- ter's First Bunker Hill Oration. 31. Webster's The Reply to Hayne. 32. Vordsworth's Prelude. 33. Wordsworth's The Excursion, Book I.

The above list is intended merely to indicate the representative works that nay very profitably be read in the years to which they are here assigned. The nore difficult should be read largely or wholly in the classroom; the simpler may e assigned for outside reading.

Mathematics—(a) *Algebra*, including numbers, equations, the fundamental perations, fractions, factoring, solution of problems, simultaneous equations, nvolution, evolution, quadratic equations, ratio and proportion, introduction o graphs (1 unit).

(b) *Algebra* including a review of the fundamentals and a thorough study of adicals, imaginaries, logarithms, variation, the progressions, binomial theorem ½ unit).

(c) *Plane Geometry*, including rectilinear figures, the circle, proportional lines, imilar polygons, comparison and measurement of polygons, regular polygons nd the circle (1 unit).

(d) *Solid Geometry*, including lines, planes, angles, polyhedrons, cylinders, ones, spheres (½ unit).

History—Ancient History, to 800 A. D., with special reference to Greek and oman History (1 unit). Mediaeval and Modern History, from 800 A. D. to he present time (1 unit). Elementary course in English History (½ unit). A ligh School course in American History and Civics will count as 1 unit. Where ncient, Mediaeval, and Modern History are given in a single year's course, one nit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War ith prose composition (2 units). Six orations of Cicero, including four against atiline; prose composition (1 unit). The first six books of Virgil's Æneid and knowledge of prosody (1 unit).

Greek—Grammar, Anabasis Book I (1 unit). Anabasis, Book II, and hree books of the Iliad; prose composition (1 unit).

German—Grammar and careful drill on pronunciation. Besides the eading of the first year the student should have read from 150 to 200 pages of asy narrative prose. He should have done considerable easy composition units). An additional credit of one unit may be allowed for advanced work German.

Physics—The subject must include elementary mechanics, heat, sound, ght, electricity, and magnetism. A standard up-to-date text must be used. he laboratory work must be adequate for a thorough understanding of the ourse. The student should perform at least 35 experiments (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughut the year (1 unit).

The College Courses

The total number of semester hours required for graduation is one hundre and twenty-eight. Of this total forty-five semester hours must be done in spe ified subjects. Freshmen must take six hours of English, eight hours of math matics, two hours of Bible, and two hours of public speaking, a total of eightee hours. Sophomores are required to take six hours of history, four hours economics, two hours of Bible, a total of twelve hours. Junior requiremen are eight hours of psychology, four hours of apologetics, a total of twel hours. The only requirement for the Seniors is three hours of ethics.

Note: Candidates for the bachelor of arts degree may substitute for t eight hours of Freshman mathematics eight hours of ancient language or laboratory science.

BACHELOR OF ARTS DEGREE

Candidates for the bachelor of arts degree entering with three or mo years of foreign language will be required to complete in college two yea work in one ancient language. If a student presents for entrance less tha three years of foreign language, he will then be required to do three yea work in ancient language. One year of laboratory science with eight cred hours will be required in this course and, finally, a major of thirty hours or combined major of forty hours. Majors are to be chosen from the followi list: English and public speaking, social science and history, philosophy a education, Latin, Greek, German. Combined majors may be chosen in a cient or modern languages.

BACHELOR OF SCIENCE DEGREE

Students entering with three or more years of foreign language will be r quired to complete two years in one modern language. Those entering wi less than three years of foreign language must complete three years work modern language. At the end of the freshman year candidates for this degr must choose a major of thirty hours in physics and mathematics, economic chemistry, or biology, or a combined major of forty hours in laboratory scienc

No student entering as Freshman shall be allowed to graduate in less tha eight semesters of residence work unless his average grade for his course h been 85 per centum or higher; and students entering later than the first s mester of Freshman year shall be subject to the same requirement as to qual ty of their work in residence.

ORDER OF REQUIRED COURSES

Freshman

Bible, one semester	2 hou
English and Public Speaking, two semesters	8 hou
Mathematics, two semesters	8 hou
College Life and Problems, one semester	1 ho

Sophomore

Bible, one semester	2 hou
Economics, one semester	4 hou
History, two semesters	6 hou

Junior

hristian Evidences, two semesters	4 hours
sychology, two semesters	8 hours

Senior

thics, one semester	3 hours

BIBLICAL HISTORY AND LITERATURE; CHRISTIAN EVIDENCES; ETHICS

Professor Oxtoby

No one is liberally educated who does not know the Bible. Therefore the reat value of a knowledge of Biblical literature and history is emphasized by he Biblical Department. But the aim is to do more than teach facts about he Bible and give the student a certain amount of Biblical information. The urpose of the Bible courses is to lead the student to know the real significance f Bible study in character formation and in the political, social, and religious fe of today. Stress is laid upon the importance of the Christian Church in ringing in the kingdom of God, and it is shown that in the Church the student as the greatest, fullest opportunity for fellowship and unselfish service. In all he Biblical teaching it is suggested to the student that there are wonderful hings in store for him as he goes on in his Bible study. He is made to feel hat he is but on the threshold and that treasures await him if he will but enter.

12. **Old Testament History and Literature**—In this course the outtanding events, great characters, and religious truths of the Old Testament re emphasized. *Required of Freshmen. Second semester. Two hours.*

21. **New Testament**—The life and Teachings of Christ. The growth of e Christian Church in the first century. *Required of Sophomores. First Seester. Two hours.*

31-32. **Christian Evidences**—This course embraces an examination of e historical character of the New Testament and a consideration of the rounds of theistic and Christian belief. A study in outline of the great regions of the world, a survey of Christian missions is included. *Required of uniors. Two semesters. Two hours.*

41. **Ethics**—The history of ethics in theory and practice. The beginnings nd growth of morality. The theory of morality. Personal and public moraly. Christian ethics. Text books, lectures, discussions, reports on assigned eadings, and papers on special topics. *Required of Seniors. First semester. hree hours.*

33. **Sunday School Methods**—A consideration of the history, ideals, oranization, methods, equipment, and curriculum of the modern Sunday School, ith special emphasis upon the use of Biblical material. *Elective open to Junors aud Seniors. One semester. Three hours.*

42. **The Bible as English Literature**—This course includes a careful tudy of the Bible viewed as literature. *Elective. Open to Seniors.*

BIOLOGY

Professor Evans

11. General Botany—A study of the great divisions of the plant kin dom with representative examples of each. Attention will be devoted to th origin and development. *First semester. Two hours recitations and four hou laboratory work.*

12. General Botany—A natural continuation of Course 11 dealing wit the morphology, physiology, ecology, and taxonomy of the seed plant *Second semester. Two hours recitations and four hours laboratory work.*

13. Sanitary Science.—The germ theory, infection, immunity, an specific diseases. *First semester. Two hours recitation or lecture.*

14. Physiology and Personal Hygiene:—A study of the body system their functions, and disorders. The various glands of the body and the functions. Foods and their values, body requirements of food, exercise, wor and play. *Second semester. Two hours recitation or lecture.*

21. Zoology—This course takes up the study and dissection of represe tatives of the invertebrate groups, including life, history, habits, and di tribution. *First semester. Two hours recitation and four hours laboratory wor*

22. Zoology—A continuation of 21 work being limited to the vert brate groups. One lecture each week will be given to discussion and re erence on the evidences of organic evolution. *Second semester. Three hou recitation and two hours laboratory work.*

The following electives are open to students who have completed course 11 and 12.

23. Animal Histology—A course in the study of animal tissues, wi special reference to vertebrates. Considerable attention is given to staini and mounting of slides. *First semester. Two hours recitation, four hours labor tory work.* (Given 1920-1921.)

24. Vertebrate Embryology—Study of the development of the fr and the chick. *Second semester. Two hours recitation, four hours laborato work.* (Given 1920-1921.)

25. Plant Ecology—A study of the ecological structures to be found plants. Also supplementary field work which will take a study of ecologic relationships as they exist in nature. *One semester. Oue hour of recitation a our hours of laboratory or field work.*

27. Bacteriology—Study of the general characteristics of bacteria; met ods of analysis of water, milk, foods, etc. Special stress is laid on problems sanitary science. *First semester. Two hours recitation, four hours laboratory.*

CHEMISTRY

Professor Reed

To fulfill the requirements for a major subject in this department cours 11-12 or 13-14, 21-22 and 31-32 must be completed. The remaining credi required may be obtained in any of the other courses offered in the departme

Any of the courses may be counted toward the requirements for a combin major in the sciences.

11-12. Introductory Inorganic Chemistry—*First semester:* A study of he fundamental principles and laws of Chemistry. Oxygen, hydrogen, nitrogen, arbon, and their more common compounds are studied in deail. *Second semester:* Sulphur, phosphorus, the halogens, the metals and heir compounds are studied and their characteristic reactions applied. The ssential tests of blow pipe analysis are also studied. Thorough aboratory assignments accompany each section of the work. *Two semesters. wo hours lecture and four hours laboratory.*

13-14. Introductory Inorganic Chemistry—This course is similar to ut more advanced than course 11-12, and is intended for students who deire to begin college Chemistry and who have had a satisfactory course in lementary Chemistry in a high school or academy. Students should consult he instructor before enrolling for this course. *Two semesters. Two hours lecure and four hours laboratory.*

21-22. Qualitative and Quantitative Analysis—*First semester:* A horough study of the principles underlying qualitative analysis. Qualitative eactions of acids and the metals. Analysis of liquids and solid mixtures. *econd semester:* A careful study of the principles of quantitative analysis. ravimetric and volumetric determinations. A wide range of practical specinens are analysed. *Open to all students who have completed course 11-12 or 3-14. Two semesters. One hour lecture and six hours laboratory.*

24. Foods—An elementary study of foods and food values. Methods or the detection of common adulterants. *Open to students who have completed ourse 21. Second semester. Two hours lecture and four hours laboratory.*

31-32. Organic Chemistry—*First semester:* Preparation of aliphatic comounds and study of their properties. *Second semester:* Preparation of comounds of the carbocyclic series and study of their properties. *pen to students who have completed courses 21 and 22. Two semesters. Two ours lecture and six hours laboratory.*

33-34. Advanced Quantitative Analysis—Analysis of coal, iron, steel, rass, bronze, alloys, limestone, felspar, and ores. *Open to all students who have ompleted courses 21 and 22. Two semesters. One hour lecture and six hours boratory.*

41-42. Advanced Inorganic Chemistry—A study of the classification of he elements according to the Periodic law. The rarer elements and compounds re studied in detail. *Open to students who have completed or are regisred in course 31-32. Two semesters. Two hours lecture.*

43-44. Physical Chemistry—A general study of the laws governing chemal phenomena, and of the theoretical principles and some of the practical appliations of electro-chemistry. *Open to students who have completed or are registered n course 31-32. Students in this course should have completed the working Matheatics through course 33 and Physics course 11. Two semesters. Two hours lecture nd recitation.*

COLLEGE LIFE AND PROBLEMS

President Gage

This course will consist of a series of conferences discussing the student' relation to the institution in its administration and its various activities, also hi privileges and obligations as a member of college and civic life. *One semester One hour.*

ECONOMICS AND SOCIOLOGY

Professors Williams aud Oxtoby

31. Economics—A general survey of the subject based on some text-book supplemented by assigned readings and exercises. *Required of Sophomores One semester. Four hours.*

Elective Courses

32. Money and Banking—A study of the principles of money and prices Monetary history of the United States. The functions of a bank and the principles governing note issue, deposit currency, loans and discounts, reserves clearing houses, etc. The banks of England, France, Germany, and Canada The First and Second Banks of the United States, state banks, and nationa banking system of the United States. *One semester. Three hours.*

33. Corporations and Trusts—The causes of industrial combination The forms of combination, the pool, the trust, the holding company, and th simple corporations. Problems arising out of the movement toward combinatio and remedies proposed. A wide range of assigned reading. *One semester. Thre hours.*

34. Corporation Finance—A consideration of the principles and methods of corporate organization, capitalization, and procedure. Among the subjects studied are those of the incorporation and internal organization of typical corporation, the raising of funds through the sales of stocks and bonds receiverships, and reorganizations. *One semester. Three hours.*

35. Socialism and Social Reform—A careful study of those plans o social betterment which call for either a reorganization of society or a considerable extension of the functions of the state. A historical study of early communistic theories and experiments. A critical examination of the theories of th leading socialistic writers. Anarchism; the single tax movement; public ownership; Christian socialism. *One semester. Three hours.*

37-38. Sociology—An introduction to theoretical and practical sociology Definition of the science; consideration of the subject matter of sociology an the fundamental social phenomena. The social person; social institutions social origins; social control; poverty and the social treatment of crime. A wid range of reading from standard texts and from current literature on the subject *Two semesters. Three hours.*

EDUCATION

Professor Lawrance

The following courses are offered by the Department of Education to those candidates for the bachelor's degree who wish to receive in course sufficient pedagogical and professional training to entitle them to receive a State Teacher's Certificate upon graduation from the College. The courses outlined below are also offered and recommended to all candidates for the bachelor's degree. The subject of Education has become a very large and complex one. It is a practical application to a great and important field of human endeavor of the principles of biology, psychology, philosophy, sociology and the facts of history. As such it is presented to students as an integral part of the liberal arts course which aims to make every study a liberalizing discipline, which, in addition to its practical utility, has a broad and definite cultural value.

11. History of Education—This course includes a brief survey of education in ancient, mediaeval, and modern times; a survey of present educational systems, and readings upon the more important periods and leaders. *First semester. Five hours.*

12. Rural Education—A general survey of the rural school. This course includes a brief introductory study of rural social institutions, discussion of the organization and administration of the local rural school, and a careful consideration of the preparation of the rural teacher. *Second semester. Five hours.*

21. Educational Psychology—A general treatment of the elements of psychology and a study of the definite application of psychological methods to education. May precede or follow Psychology 31. *First semester. Five hours.*

22. Theory and Practice in Teaching—This course not only includes extensive reading and class room discussions of the elements of method and their application, but also provides for a large amount of observation of teaching and the actual management and discipline of classes in the Huron Schools as well as in Huron Academy. *Second semester. Prerequisite, Education 21. Three hours class work, five hours credit.*

33. Principles of Education A study of education as a science. The physiological, the psychological, and the sociological aspects of education are outlined. The course of individual development is closely studied. In the second semester, attention is directed especially to problems of secondary education. The work consists of lectures, recitations, assigned readings and reports. Emphasis is laid on the importance of students' developing acquaintance with the literature of the subject. *Elective not open to Freshmen and Sophomores. First semester. Five hours.*

34. Vocational Education.—A course in the study of the basis for the social demands for vocational education, and of the efforts on the part of the individual cities, states, and the United States to satisfy those demands. In addition, the various types of vocational and pre-vocational schools and courses of study will be considered. *Elective not open to Freshmen. Second semester. Five hours.*

41. Child Study—A presentation of the facts concerning the nature and development of the mind during childhood with special reference to the interpretation of these facts from the standpoint of the teacher. Extensive readings and observation. *Prerequisite, Education 21. or Psychology 31. First semester. Five hours.* (Offered 1921-1922.)

42. Adolescence—A course in the intensive study of the mental life of the boy and girl beyond the period of childhood with special emphasis upon the relation of the scientific principles involved, with educational theory. *Prerequisite Education 31. Second semester. Five hours.* (Offered 1921-1922)

45-46 Educational Problems. A seminar open to Huron teachers and advanced students in education for the discussion of timely topics in education. Day and evening classes. Throughout the year. *Three to five hours credit.* (*Hours to be arranged.*)

Special Methods.

47—Special Methods in Science *Second semester. Three hours.*

48—Special Methods in Language. *Three hours*

49—Special Methods in English *Three hours.*

Prerequisite Education 22, if Education credit is desired.

Note. The State requires fifteen semester hours of work in Education for those college graduates who desire a Teacher's Certificate. This work must be taken in History of Education, Principles of Education (Theory of Teaching, and Methods), and Educational Psychology.

ENGLISH

Professors Hutsinpillar and Reid

11-12. English Composition

Texts: Linn's Essentials of English Composition.
Duncan, Beck and Graves, Prose Specimens.

The course includes practice in oral composition and debate as well as in written composition.

Required of all freshmen. Two semesters. Four hours.

21-22. A General Survey of English Literature--*Two semester. 4 hours.* (Not given in 1920-21)

23. American Literature—The first half of this course deals with the writers from Irving to Whitman. The second half is concerned chiefly with the writers of fiction between 1870 and 1900.

Prerequisite: English 11-12. *1st semester. 4 hours.*

24. An Introduction to English Literature.—This course is a survey of the nineteenth century prose writers and the Victorian poets.

Texts: Alden's "Readings in Nineteenth Century Prose;" Parts I and II. Page's "British Poets of the Nineteenth Century". Part II

Prerequisite: English 11-12. *2nd semester. 4 hours.*

31-32. Shakespeare A careful study of about fifteen representative plays. Some library reading and frequent reports upon topics suggested by the classroom work.

Text: MacCracken, Pierce and Durham's "Introduction to the Study of Shakespeare."

The Arden Shakespeare is the preferred text of the plays.

Two semesters. 3 hours. Given in 1919-20 and alternate years.

33. The Romantic Period.—A course offering an intensive study of the chief poems of Coleridge, Wordsworth, Byron, Shelley, and Keats. Lectures and reports.

Prerequisite: English 21 or 24. *1st semester. 3 hours.*

34. Tennyson—A study of representative poems, showing the poet's development in his art, and his attitude toward the great interests of his time.

Prerequisite: English 21 or 24. *2nd semester. 3 hours.*

41. American Literature.—The period from 1809 to 1870. *1st semester. Two hours.* (Not given in 1920-1921.)

42. American Literature.—The period from 1870 to 1900. *Second semester. Two hours.* (Not given in 1920-1921).

43. The Seventeenth Century:

Prerequisite: English 21 or 24. *One semester. Two hours.*

44. The Modern Drama.—A survery of the work of the leading English, Continental, and American dramatists since Ibsen.

Prerequisite: English 21 or 24. *One semester. Two hours.*

FRENCH

Professor Lussky, F. Florent, Miss van Steenderen

11-12. French I—Grammar and composition, Fraser and Squair. Easy reading. Bruno's Le Tour de la France. De Maistre's Les Prisonniers du

Caucase. Mérimée's Carmen. Dumas' La Tulipe Noire. Dictation and conversation. *Two semesters. Four hours.*

21-22. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, de Maupassant, France, About, Balzac, Loti, Sand, Dumas, and Hugo, will be read. Pellissier's Précis de l'histoire de la littérature francaise. Composition and conversation. *Two semesters. Four hours.*

31. French III—(a) The purpose of this course is to give a brief survey of the history of French literature with special emphasis upon the nineteenth century. A careful study of the literary characteristics of Hugo and Balzac will be made. *Explications des textes* both in prose and poetry. Reports. *First semester. Three hours.*

32. French III—(b) A careful study of the three great dramatists Corneille, Racine, and Moliére. There will be a thorough study of the history and technique of the drama with special reference to the age of Moliére. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

33. A Course in French Phonetics—With conversation and composition. *Three hours.*

A combined major for modern language will involve 16 hours French and 24 hours German, or 24 hours French and 16 hours Spanish.

GERMAN

Professor Reid

11-12. Beginning German—Zinnecker's Deutsch fur Anfanger and Allen's Daheim. The essentials of grammar with practice in reading, speaking, and writing German. *Two semesters. Five hours.* This course does not count toward a major in German.

21-22. Freshman-Sophomore German—Gronow's Geschichte und Sage furnishes grammar review, composition and historical background. The other books studied in class illustrate periods of German history. Easy stories are assigned for outside reading. *Open to students who have completed course 11-12, Academy course IV, or two years high school German. Two Semesters. Four hours.*

31-32. Sophomore German—This is a reading course, with composition (partly independent), conversation and grammar review. The texts read are chosen mainly to illustrate various stages in the development of German literature, and are studied with reference to their literary quality; though a little scientific German is sometimes added. *Prerequisite course 21-22. Two semesters. Four hours.*

41-42. Literature Course—Either (a) a thorough study of one of the classic authors and his work, or (b) a survey of nineteenth century literature. *Prerequisite, course 31-32. Two semesters. Four hours.*

43-44. Composition and Conversation—Allen's German Life. Boezinger's Mundliche und Schriftliche Ubungen. Bishop and McKinlay's Deutsche Grammatik. German newspapers and magazines. *Prerequisite, course 31-32. One semester. Three hours.* (Given 1916-1917)

45-46. Teachers' Course—Practical phonetics, methods of teaching beginning classes, and a review of grammar with reference to such teaching. *Prerequisite, course 31-32. One semester. Three hours.*

47-48. Scientific German—A scientific reader, with reports on assigned subjects. *Prerequisite, course 31-32. One semester. Three hours.*

Note: Courses in German were not offered during the past year.

GREEK

Professor Notestein

11-12. Beginning Greek—Grammar, Reader, conversation, Anabasis. *Two semesters. Five hours.*

21-22. Second Year Greek—Anabasis continued, review of grammar, composition, conversation, Iliad Bks. 1-3. *Prerequisite, Courses 11-12. Two semesters. Four hours.*

31. Greek Drama and Oratory—Euripides' Alcestis and an oration of Demosthenes. *Prerequisites, Courses 21 aud 22. One semester. Four hours.*

32. Greek Philosophy—Plato's Apology, Crito, selections from the Phaedo. *Prerequisite, Courses 21 and 22. One semester. Four hours.*

41. Greek Drama—The Antigone of Sophocles, or the Prometheus Bound of Aeschylus. *Prerequisite, Courses 31 and 32. One semester. Three hours.*

42. Greek History—Herodotus or Thucydides. *Prerequisite, Courses 21 and 22. One semester. Three hours.*

43-44. New Testament Greek—John's Gospel, Pauline Epistles. *Prerequisite, Courses 21 and 22. Two semesters. Three hours.*

45. Greek Life and Literature—*One semester.*

46. Greek Art and Antiquities—*One semester.*

Knowledge of Greek not required for courses 45 and 46. Both courses will be made one, two or three hour courses according to the election of the class.

A combined major, unless otherwise arranged with the departments, will consist of Latin 16 hours, Greek 24 hours.

HISTORY

Professor Williams

21-22. American History--The main divisions of this course will be the Colonial Period; the American Revolution; Formation and Development of the nation (1783-1829); Foreign Reiationships and Development of Foreign Policies; Division and Reunion, National Development and Expansion; America's place in the World War and her place among nations following the war. The aim of the course will be not merely to acquaint the student with the important events in American history, but also with American institutions and ideals viewed in the light of the conditions which brought them forth. It will seek to aid the student to understand America, her life, ideals, and problems, and will thus afford essential training for a life of good and efficient citizenship. *Required of Sophomores. One Semester. Three hours.*

31-32. Modern European History-(a) The early modern period. The study of this period will include the following topics; the Renaissance; the Reformation; Growth of National States; Constitutional development in England during the 17th century; Colonial expansion. (b) The later modern period. In the study of this period the topics to receive special attention will include the rise of Russia and Prussia; the old regime in Europe; the French Revolution; the Era of Napoleon, the Era of Metternich; Unification of Italy and formation of the German Empire; the industrial Revolution; European expansion, and growth of Democracy.

(c) Europe in the 20th Century. This division of the course will deal with the Immediate background of the World War. It will include therefore, a study of the conflict of interests, territorial, political, and economic, of the nations at war; armed peace; formation of Triple Alliance; origin of Triple Entente; the minds of the peoples at war; the immediate occasion of the war and widening area of conflict; issues of the war; terms of peace, and international relations. *Open to Juniors. Two semesters. Three hours.*

33. English and American History—A course devoted to the study of historical and contemporary relationships between England and America. *Open to Juniors and Seniors. One semester. Three hours.*

LATIN

Professor Notestein, Miss French, Miss Bell

11-12. First Year Latin—Accidence and syntax. Conversation and prose composition. Reading from Nepos' *Lives*, Caesar's *Gallic War*, and Ovid's *Metamorphoses*. Open to students who have entered college without Latin. *Two semesters. Five hours.*

21-22. Second Year Latin—Reading from Cicero's *Orations* and from Virgil's *Aeneid*. Prose composition. Open to students who have had course 11-12 or its equivalent. *Two semesters. Five hours.*

13. Essays and Letters—Cicero's *De Senectute* and *De Amicitia.* An essay of Seneca. Selections from the letters of Cicero and Pliny. A brief outline of the history of philosophy at Rome. English readings in *A Companion to Latin Studies,* in Wilkins' *Roman Literature,* and in Plutarch's *Lives.* The art of rendering Latin in good English. Prose composition and word-formation. Practice in the English pronunciation of Latin, to enable the student to pronounce correctly professional Latin and the Latin words, phrases, and proper names which occur in English discourse. *Freshman course. First semester. Four hours.*

14. Roman History—Sallust, Livy, Tacitus. English readings in *A Companion to Latin Studies,* in Mommsen's *History of Rome,* and in Plutarch's *Lives.* Style in Roman historical writers: the influence of poetry on prose. *Freshman course. Second semester. Four hours.*

23. Comedy and Satire—Comedies of Plautus and Terence. Selections from the satires of Horace and Juvenal and from the epigrams of Martial. English readings in Sellar's *Roman Poets. Sophomore course. First semester. Four hours.*

24. Lyric, Elegiac, Pastoral, and Didactic Poetry—Horace's *Odes.* Selections from Catullus, Tibullus, Propertius, and Ovid, and from Virgil's *Eclogues* and *Georgics.* English readings in Sellar's *Roman Poets. Sophomore course. Second semester. Four hours.*

Junior and Senior Electives

Of the four courses which are listed below it is not anticipated that more than one will be offered in the same year. Selection will be made to suit the necessity and wishes of advanced students.

31. Republican and Augustan Prose—Cato, Cicero, Varro, Sallust, Livy. Passages set for private reading. *First semester. Three hours.*

32. Republican and Augustan Poetry—Ennius, Lucretius, Catullus, Virgil, Horace, Tibullus, Propertius, Ovid. Specimens and fragments of early Latin. Passages set for private reading. Literary activity at Rome under Augustus: the circle of Maecenas. *Second semester. Three hours.*

33. Post-Augustan Prose—Quintilian, Petronius, Seneca, Apuleius, Tacitus, Suetonius, Velleius Paterculus, Valerius Maximus, *Scriptores Historiae Augustae.* Passages set for private reading. *First semester. Three hours.*

34. Post-Augustan Poetry—Lucan, Flaccus, Statius, Persius, Juvenal, Martial, *Pervigilium Veneris.* Passages set for private reading. *Second semester. Three hours.*

35-36. Roman Drama—The comedies of Plautus and Terence and the tragedies of Seneca. As many as possible of the plays will be read at lectures; others will be set for private reading. The origin and history of Greek and Roman drama. Metres. *Two semesters. Three hours.*

41-42. Teachers' Course—Selections from Caesar, Cicero, and Virgil, and from other authors whose works are commonly read in secondary schools Accidence, syntax, and vocabulary of classical Latin. The quantitative method of pronouncing Latin verse. Methods of teaching Latin in secondary schools. *Two semesters. Three hours.*

Courses in English Open to All College Students

43. Latin Literature—The history of the Latin language and literature from their beginning to the renascence of learning. *First semester. One hour*

44. Roman Antiquities—The life, art, civilization, law, religion, and industries of the ancient Romans. Extant monuments. Platner's *Ancient Rome. Second semester. One hour.*

LIBRARY SCIENCE

Miss McIntire

32. Elementary Course—Principles of classification, arrangement and use of books, including the use of catalogues, indexes and government material. General information concerning the care of small school libraries. *Open to Seniors and Juniors. Second semester. One hour.*

MATHEMATICS

Professor Myers

11. Trigonometry—Development of formulae, use of tables, and the solution of triangles. Emphasis is laid upon the application of this study to simple problems in measurements and to its use in engineering and other sciences. *Required of Freshmen. First semester. Four hours.*

12. College Algebra—Review of quadratics, graphic representation of equations of the first and second degree, radicals, complex numbers, mathematical induction, and the elementary theory of equations. *Required of Freshmen. Second semester. Four hours.*

21. Analytic Geometry—A continuation and extension of the study of the relation between equations of curves and their graphic representation with special attention to the development of the standard equations of the straight line and of conics. Emphasis will be placed upon the solution of problems *Prerequisites, courses 11 and 12. First semester. Four hours.*

22. Elementary Calculus—The development of the more common formulae for both differentiation and integration, simple problems in maxima and minima, with other applications of the calculus. The aim of the course will be to introduce the student to the method of the calculus and its wide application to problems in science and engineering. *Prerequisite Course 21 Second Semester. Four hours.*

33. Advanced Calculus—All the standard formulae developed and used, reduction of integrable forms to standard types, geometric and analytic definitions of integration, with many problems from geometry, physics and other sciences. *One semester. Three hours.* (Given in 1920-21 and alternate years.)

34. Differential Equations—The solution of many types of differential equations of the first and second orders. *One semester. Three hours.* (Given in 1920-21 and alternate years.)

31. Astronomy—A course in descriptive astronomy with only so much mathematics as can be comprehended by one who has had the freshman courses; the earth and its motions, the moon, the sun and planets, comets and meteors, stars and nebulae. *Prerequisites, courses 11 and 12. First semester. Three hours.* (Given in 1921-22 and alternate years.)

32. Surveying—The use of the level and transit, general principles of land surveys, platting. *Prerequisites, Courses 11 and 12. Three hours a week of class room work for the first six weeks and six hours a week of field and office work for the remainder of the semester.* (To be given in 1921-22 and alternate years.)

43. Solid Analytics—Co-ordinate geometry of three dimensions. *Prerequisite, course 21. One semester. Three hours.*

44. Theory of Equations—A continuation of the subject matter of college algebra for those who have attained a certain mathematical maturity. *Open to students with two years of college mathematics. One semester. Three hours.*

Courses 43 and 44 will be given whenever a class of not less than three students desire the course.

MUSIC

Miss Maclean, Miss Cannon, Miss Pier

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing courses leading to the degrees of A. B. or B. S. as indicated below. But not more than four semester hours may be elected by college students in any one year. Sixteen semester hours may be credited toward an A. B. or B. S. degree.

1st Year Harmony—The first semester is devoted to ear training. The second semester is devoted to study of intervals, scale and chord formation, beginning of chora progression. *Elective to college students. Two semesters. Two hours.*

2nd Year Harmony—Continuation of study of chord progressions. Modulations. Suspensions. Advanced Harmony and Harmonic Analysis. Much attention is paid to the development of the musical instinct, and studies in original compositions are encouraged in connection wiih the preparation of the regular lessons. *Elective to college students. Two semesters Two hours.*

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of th principles of acoustics, perceptions of sounds, overtones, rhythm notation an figure treatment. *Elective to Juniors and Seniors in the College. Two semesters One hour.*

Counterpoint—One semester of simple counterpoint, two, three, and fou point writing in the various species. Second semester double-counterpoint Five to eight part writing. *Elective to Juniors and Seniors. Two semesters Two hours.*

History of Music—The object of the course in Music History is to giv the student a knowledge of the great epochs in musical development so tha he may have a broader cultural background on which to build intelligentl and thoroughly his own technical equipment. *First semester*—A general survey of great movements in development of the art of music from the time o primitive man to the period of Bach and Handel. Lectures, outside reading and reports. Illustrative material on the phonograph. *Second semester*—Development of music from the time of Beethoven to the present day. Continuation of lectures. Outside reports and papers. Current musical events Phonograph records. Text used is "Essentials in Music History" by Tapper Goetschus. *Two semesters. Two hours.*

Musical Appreciation—This course is especially intended for those wh are not studying music, yet wish to enlarge their critical appreciation of musi as a detail of their general culture. With this end in view music will be examined in its historic and technical aspects. Full explanation will be given t the modern forms as well as the styles and achievements of leading composers Instruments will be explained both singly and in groups, as well as the principle underlying compositions and performance. The lectures will be illustrated b members of the faculty and student body. Lectures will also be given i advance of all noteworthy programs to be given in Huron during the year. The course is directly adapted to the special needs of college students but is als open to music school students The course will meet twice each week throughout the year. *College credit, one hour each semester.*

Public School Music—A course in Public School Music is quite necessary for one who wishes to become an instructor and supervisor of music in th public schools. Each year our public schools are offering more work in music an the demand for teachers is increasing. A teacher of Public School Music must b an able reader of music herself and should have had some special vocal and instrumental training. With this in mind Huron College has outlined a two yea course equal to that offered by the best schools of the country. Actual class wor will consist of sight-singing, directing, study of the child voice, solving th various technical problems that confront the teacher of Public School Music constructive work in making outlines for the various grades and demonstratio work in the public schools of Huron. *A student must complete the full two yea course to receive any college credit. Elective to college students. Two hours Eight credits allowed for the course.*

PHYSICAL EDUCATION

The Department of Physical Education will enjoy the advantages of a new building, in the construction of which no pains will be spared to make it complete in every detail Although health is the paramount object of these courses there will be ample opportunity for developing of initiative, good sportsmanship, cooperation, responsibility, and intelligent obedience to command. Two years of physical training is required of all college and academy students. College students shall take this training during their freshmen and sophomore years unless permitted to defer the same because of some peculiar circumstances or reason. College students are allowed one-half credit each semester for the work in physical training.

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN.

A medical examination is required of all students taking these courses. Each student must provide herself with the required gymnasium apparel, black bloomer suits, white middy blouses, and gymnasium shoes.

11-12. Elementary Gymnastics—Light gymnastics, games, personal hygiene, corrective work. Simple folk dancing. *2 hours.*

21-22. Gymnastics—A graded course in tactics, calisthenics, and apparatus exercises. Interpretative dancing. Games. *Open only to those who have had Course 11-12. 2 hours,*

31-32. Principles of Physical Education—This course will consist of both recitation and demonstration. Practice teaching. Lectures and outside reading. Designed especially for those who wish to teach Physical Education. *2 hours. Open only to those who have had Course 11-12 and one year of pyschology.*

PHILOSOPHY AND PSYCHOLOGY

President Gage and Professor Williams

Life now as never before is to be directed by ideas, or ideals. Knowledge and appreciation, therefore, of the world of ideas are a very essential part of a liberal education. Hence it is to acquaint the student with the ideas that have controlled and are now directing life, and thus to give him advantage of this knowlege in his own thinking that the courses in psychology and philosophy are offered. A larger number and more specialized courses will be offered when sufficient demand arises.

31-32. A. Introductory Psychology—This course will be devoted to the various psychological processes and distinctions with a view to affording the student a point of view and such information as will prepare him for independent study and investigation, especially in the fields of psychology, philosophy, and education. Simply experiments illustrating the main and accepted facts of psychology will be expected of each student.

B. Applied Psychology—This course will be devoted to the application of the facts and principles of psychology to various lines of practical interest with a view of determining the conditions of human efficiency in these lines. I will include therefore a study of (1) such topics as theory and practice, activ interest and concentration, pleasure, imitation, relaxation, competition, loyalty human relationships as means of increasing efficiency (2) a study of efficienc problems in theory and in practice.

C. Social Psychology--Attention in this course will be centered on th tendencies and relationships which go to build up the self. The course wil include therefore a study of (1) instincts, (2) the influence of imitation, suggestion, prestige and the sentiments as these are manifested in customar groups, (3) group organization based on interests and maintained through investigation and discussion as a means to democracy. How to develop a democratic self is the problem of the course. *Courses 31 and 32 are required of Juniors. Two semesters. Four hours.*

33. Logic--The subject matter of this course will include the topic usually studied in introductory logic, such as the concept, the various form of judgment, inductive and deductive aspects of reasoning, the nature an use of the hypothesis, the syllogism, fallacies, etc. The aim of the cours throughout will be to show the vital connection between logic and action o experience and to show that thinking arises out of the problems of conduct an finds its justification in the effectiveness with which it meets these problems The course is expected not only to give the student training in critical habit of thought, but also to form some basis for subsequent philosophical study *Open to Sophomores. One semester. Three hours.*

35-36. History of Philosophy-The main divisions of this course are (1 Greek, (2) Hellenistic-Roman, and (3) medieval and modern philosophy. It purpose is (1) to afford essential information concerning the history o thought considered in relation to the sciences and to social and political conditions and (2) to acquaint the student with the fundamental problems o philosophy as they have been dealt with in the more important systems. Ir addition to a suitable text, selections from various authors will be read *Open to Juniors. Two semesters. Three hours.*

41. Nineteenth Century and Contemporary Thought--The main topic studied in this course will be Romenticism, Utiltarianism, the Philosophica implications of the Theory of Evolution, the scientific as compared with th philosophical point of view, and Pragmatism. The purpose of this course i to acquaint the student with the main lines of thought operative in the writings of the more serious thinkers who are shaping present day opinion an to afford him an opportunity to formulate, through critical comparison, point of view of his own. *Open to Seniors who have had History of Philosophy One semester. Three hours. Not given in 1919-20.*

42. Evolution of Morality--This course will be devoted to the stud of the historical development of the moral life and moral standards as foun in primitive groups, customs, law, religion, political science, and economics The course is designed to afford an opportunity for more intensive study of th fundamental moral concepts, and thus to give the student a more critical insight and appreciation of the moral life. *Open only to those who are takin History of Philosophy and to Seniors. One semester. Three hours.*

PHYSICS

Professor Reed

11. Mechanics, Molecular Physics and Heat—A careful study is made of the most important principles in these subjects, and the work of each lesson is supplemented by laboratory investigation of the principles taught. A minimum of 20 accepted experiments is required of each student. *Elective open to all who have completed or are taking Mathematics 11. First semester. Two hours recitation and four hours laboratory.*

12. Electricity, Sound, and Light—This course is a continuation of 11 and is conducted on the same plan.

21. Heat—Among the topics treated are: Continuity of state, Carnot's Cycle, First and Second Laws of Thermodynamics, Free Expansion of Gases, Pyrometers, Convection, Conduction, and Radiation. *Elective open to students who have completed courses 11 and 12. First semester. Two hours recitation and lecture, four hours laboratory.*

22. Light—This course includes a study of Optical Constants of Mirrors and Lenses, Aberration, Optical Instruments, Velocity of Light, Wave Theory of Light, Radiation, Interference, Diffraction, Polarization, Theories of Reflection and Refraction. *Elective open to students who have completed courses 11 and 12. Second semester. Two hours recitation and lecture, four hours laboratory.*

POLITICAL SCIENCE

41. Government and Politics in the United States—The historical development of the American government is traced by reference to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors and Juniors. One semester. Three hours.*

33. Comparative Government--Interest in this course will be centered first on the government of the United States. An attempt will be made to trace the genesis of our governmental institutions and ideals. With the knowledge of our own government as a foundation the problem of government will be studied. This will lead to a comparative study of various governmental systems of European nations. This course should be of great value to any student, but especially to those who expect to do special work in any of the social sciences. *Open to Juniors. One semester. Three honrs.*

43. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events in British and American history illustrative of the principles involved are cited for investigation and discussion. *Elective open to Seniors and Juniors. One semester. Three hours.*

44. Political Theories—The historical development of the theories the state are carefully traced. The various forms of the state are first co sidered with special reference to their respective times and peoples. The mode political ideas are then considered with special reference to the great world powe of today. *Elective open to Seniors and Juniors. One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomor or special students who have had the necessary preliminary courses.

SPANISH

Professor Lussky, Mr. Florent

11-12. Spanish I—Grammar and Composition. Easy reader. Alarcón El Capitán Veneno. Bretón's ? Quien Es Ella? Galdós's Marianela. *Tw semesters. Three hours.*

21-22. Spanish II—Composition. Alarcón's El Sombrero de Tres Pico Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's l Haz de Leña. Galdós' Doña Perfecta. Collateral reading. *Two semester Three hours.*

SPEECH EDUCATION

The events of the last few years have demonstrated the vital relationshi between speech subjects and the needs of social, economic and political lif They have shown the necessity of speech training as a preparation for the di charge of the obligations of citizenship. To meet this need the following ne courses will be offered.

11-12. Essentials of Speech Education—First semester. Vocal cu ture, tone production, distinct articulation, pronunciation. Organization ideas. *3 hours.* Second semester: Delivery of great orations Constructio of presentation of short speeches. Object is to develop effective speech. A tention will be directed primarily to organization and delivery of speeche *3 hours.*

31-32. Interpretative Reading of Dramatic Literature.—Study the drama. Develop skill in oral interpretation of emotional and imaginativ literature. Coaching, staging, characterization etc. Several plays will be use for demonstration. *3 hours.*

21-22. Debate.—First semester. Expository and argumentative speec Extemporaneous speech. Analysis of public questions. Aim is to develo power of analytical and constructive thinking and power to think before a audience, and to develop persuasive speech. Second semester: A study great debates. Team competition. Constant practice in debating. *3 hour Open only to those who have had, or are taking Course 11-12.*

PRIVATE INSTRUCTION in expression will be offered to those wh desire it.

The Academy

The Academy courses have in view two distinct objects: First, to prepare he student for further study, either at Huron College or at any other standard ollege; and secondly, to give as broad and practical an education as possible to tudents who cannot take a college course.

A total of sixteen units, with the required work in Bible, is required for raduation. Of these sixteen units, eleven are required, as follows:

English	4 units
Mathematics	2 units
*History	2 units
Foreign Language	2 units
Laboratory Science	1 unit

*One unit of History must be in American History and Government.

A student should choose each year four studies from the list of those offered r that year. Or he may elect in any year a study listed for a previous year, which e has omitted. (Except that Elementary Science may not be taken after iology.) No student is ordinarily permitted to take work in advance of his gistered standing. Second and Third Year Students take Bible the first mester, First and Fourth Year Students take it the second semester. All of e following courses apply toward graduation:

First Year.
- English.
- Algebra.
- Ancient and Medieval History.
- Beginning Latin.
- *Elementary Science.

Third Year.
- English.
- Solid Geometry and Advanced Algebra.
- Cicero.
- French.
- Greek.
- Biology.
- †Commercial Work.

Second Year.
- English.
- Plane Geometry.
- Modern History.
- Caesar.
- French.
- †Commercial Work.

Fourth Year.
- English.
- Physics.
- Virgil.
- French.
- Greek.
- United States History and Civics.
- †Commercial Work.

*Note 1—Elementary Science may not be credited as a laboratory science, ut as an elective.

†Note 2—The following commercial subjects may be elected: Bookkeep-g, Shorthand and Typewriting.

Explanation of Academy Courses

BIBLICAL COURSES

The courses of Bible study for the first two years follow the Bible narrativ along the thread of Hebrew history, for knowledge of the more constructiv events, the more significant lives, and the gradual unfolding of the monotheisti religion that began then to make itself the principal influence in civilization Incidentally the simpler forms of the literature are examined for their literary o efficiency values. To begin to know and appreciate the main contents of th Old Testament with the New, is believed to be the most satisfactory foundatio for all other requirements.

The last two years of Bible study include: (a) the life of Christ, both i biographic details and in religious significance, with examination throughout o the Christ as the Son of God who "taught with authority"; and (b) the earl history of the Christian Church, with special study of the portions of the apostoli writings that have proved to be the most expressive of the Christian spirit.

Much elucidative material, such as maps, charts, outlines, and pictures, ar accessible. A general knowledge of Bible lands and customs is gained. Th method includes text-books, constant use of the Bible, lectures, and reference

I. **Old Testament**—The history of the Hebrews down to the rise o the monarchy. *Required of first year Academy students. Second semester. Tw hours.*

II. **Old Testament**—The Old Testament History from David to th Christian era. *Required of second year Academy students. First semester. Tw hours.*

III. **New Testament**—The life of Christ in the four Gospels. *Require of third year Academy students. First semester. Two hours.*

IV. **New Testament**—The Founding of the Christian Church. The lif and work of the apostle Paul and the message of his epistles. *Required fourth year Academy students. Second semester. Two hours.*

COMMERCIAL SUBJECTS.

1. **Bookkeeping.**—A study of the elementary principles of bookkeeping. Business knowledge and routine are acquired through the study of th facts concerning the transactions, the business papers involved, and the pr per book entries. The making out of actual business papers, taking of tria balances, and preparing of financial statements are given special attentio *Throughout the year, ten hours, one unit credit.*

2. **Shorthand**—A study of the Gregg System of Shorthand. The firs semester is a study of the manual and the second semester is devoted to th study of short cuts and the taking of dictation. The student is required t master the principles and to acquire a certain rate of speed in taking dictatio *Through the year, five hours, one unit credit.*

3. **Typewriting.**—A study of the Touch System of typewriting. Fro the beginning the attention is given to correct fingering through the use of text containing graded lessons and by class exercises conducted by the instructo Neat, accurate work is required, together with a certain degree of rapidit Office practice. *Throughout the year, ten hours, one unit.*

ENGLISH

I. **Elementary English.**—The work of this course is confined to the fundamentals of effective English. Attention is largely devoted to grammar, spelling, punctuation, penmanship, and reading. Elementary text and exercises in writing and speaking good English. Commercial correspondence. *Two semesters, five hours.*

II. **Rhetoric and Composition.**—Constant practice in the writing of sentences and paragrahs, with such reading as will fix in mind the customs of good writers. Study of unity, coherence, and emphasis of thought is developed by practice in constructing sentences and paragrahs. *Two semesters, five hours.*

III. **English Literature.**—The aim of this course is to create an interest in and an appreciation for the masterpieces of literature through the study of selected English prose and poetry. Also the power of writing and speaking is developed through oral and written themes. *Two semesters, five hours.*

IV. **American Literature.**—This course is a study of selected masterpieces of American writers. Rhetoric and grammar will be studied in connection with advanced themes. *Two semester, five hours.*

FRENCH

I. **Beginning French.**—A study of the essentials of French grammar from an easy textbook, and easy reading and practice in speaking and writing. *Two semesters, five hours.*

II. **Second Year French.**—A continuation of the work of the first year with special attention to reading and conversation. A study of French history, life, and customs. *Two semesters, five hours.*

GERMAN

III. **Beginning German**—The essentials of grammar, with easy readings and practice in speaking and writing. *Two semesters. Five hours.*

IV. **Second Year German**—The study of grammar and composition is continued. The texts read usually illustrate German life and customs, besides affording a basis for conversation. *Two semesters. Five hours.*

Note: Courses in German were not offered this past year.

GREEK

It is advisable that students begin the study of Greek as early as the Third Year Academy, but those not having begun it then may take the beginning course in any year and after the first year's work may carry double work if so desired.

II. **Classic Myths**—As preparatory to an intelligent study of literature, a course in the Myths of Greece and Rome will be given. Text-book: Guerber's Myths of Greece and Rome. *One semester. One hour.*

III. **Beginning Greek**—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading and conversation will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Two semesters. Four hours.*

IV. Second Year Greek—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Two semesters. Four hours.*

HISTORY

I. Ancient and Medieval History—This course covers early European civilization up to 1650. *First semester, five hours. Second semester, four hours.*

II. Modern History—This course makes a general survey of the progress of civilization in Europe from 1650 to about 1916. *First semester, five hours. Second semester, four hours.*

IV (a). American—A topical study in American history designed to prepare the student for an advanced course in American politics. *First semester. Five hours.*

IV (b). Civics—This course includes a study of local government as illustrated in township, city, and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Second semester. Five hours.*

LATIN

I. Beginning Latin—Smith's Latin Lessons is the text used. A thorough knowledge of the principles of syntax and word forms is required. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

II. Second Year Latin—Caesar. Books I-IV of Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

III. Third Year Latin—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

IV. Fourth Year Latin—Virgil. Books I-VI of the Aeneid of Virgil are read, with supplementary study along the lines of syntax, the epic form prosody, scansion, rhetorical figures, and mythology. *First semester, five hours Second semester, four hours.*

MATHEMATICS

I. **Algebra**—This course will be an introduction to the elementary conceptions of algebra, including factoring, solution of simple and simultaneous equations, both algebraically and graphically, and an introduction to quadratic equations. *Two semesters. Five hours.*

II. **Plane Geometry**—(a) A study of triangles, circles, and methods of construction will be the content of this course. *First semester. Five hours.*

(b) Proportion, similarity of polygons, and an extension of construction methods will be the work covered by this course. *Second semester. Five hours.*

III. **Algebra**—This course, which will be introduced by a thorough review of the elementary algebra, will include imaginaries, progressions, binomial theorem, extraction of roots, expansions, and the solution of both simple and simultaneous quadratic equations. *Second semester. Five hours.*

IV. **Solid Geometry**—The application of the principles of plane geometry to three dimensional space. *One semester. Five hours.*

SCIENCE

I. **Elementary Science Course**—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Second semester. Five hours.*

III. (a) **Zoology**—The purpose of this course is to afford a broad view of the animal kingdom, and a foundation on which to base future study and observation. The course will involve a general survey of the structure, functions, habits, and life history of representative animals of the various phyla. Special emphasis will be laid upon the more important principles of animal ecology. Each student will be required to do considerable field and some laboratory work. *First semester. Three hours recitations and two double hours laboratory.*

III. (b) **Botany**—The first part of this course will involve considerable laboratory work, illustrative of the storage of food in seeds, the germination of seeds, and the microscopic structure of roots, stem and leaves. The latter part of the course will be devoted to field work and plant analysis. *Second semester. Three hours recitation and two double hours laboratory.*

IV. **Physics**—A thorough study of the elementary principles of Physics. The laboratory work is considered an important part of this course. A minimum of forty accepted experiments is required of each student and the aim is to introduce the student to the method of true scientific investigation. *Two semesters. Three hours lecture and recitation and two hours laboratory.*

Teachers' Normal Courses

LEADING TO

STATE CERTIFICATES AND LIFE DIPLOMAS

In order to meet the great demands made upon colleges for well traine teachers, Huron College offers the following courses leading to a State Certificate and a Life Diploma. These courses in general follow the courses regularl offered in the Academy and College departments. They are properly coordinated with each other so that the student who is compelled to drop out durin his course will have the proper training to fit himself for successful teaching an at the same time not hinder his progress towards the baccalaureate degree They are so arranged that a student may take his professional training eithe in the fourth, fifth, or sixth year and have the same count towards his Academ diploma or College degree.

Of the professional subjects that are offered some are given only during th regular year while others are given in the Summer School. The Huron Colleg Summer School is an integral part of the College and has at its disposal all th facilities of the College, which guarantees the excellency of its work. Thi arrangement will give the student an opportunity to continue his regular colleg or academy work during the first two semesters of the year and specialize o professional training during the summer term.

PROFESSIONAL SUBJECTS

The professional subjects offered are:

1. **Pedagogy**—(Didactics, Intermediate and Grammar Grade Methods Primary Methods, Elementary Psychology). Summer School.
2. **Normal Reviews** in Grammar, Arithmetic, Geography, Reading Summer School.
3. **History of Education.** *One semester.*
4. **Methods in Education.** *One semester.*
5. **General Psychology.** *Two semesters.*
6. **Principles of Education.** *Two semesters.*

Of the above courses, a minimum of fifteen semester hours is required o the student who desires a state certificate. If the Normal Review subjects ar elected, the same will be accepted as one of the sixteen units required for graduation from the academy. By special arrangements Sophomores may be admitted to the class in General Psychology, which is given regularly in the Junior year in college. The principles of Education is an elective course open t Juniors and Seniors in college and should be taken by students during thei last two years in college.

OUTLINE OF NORMAL COURSE

(For a description of the courses in the following subjects, the student is referred to the College catalogue and to the Summer School Bulletin.)

A student is required to take four subjects during each of the six years of the Normal Course. In making his selection of subjects, however, he must conform to the requirements for a state certificate. This means that the following subjects must appear in his course:

1. **English**—108 weeks (must include Rhetoric and Composition).
2. **Mathematics**—Algebra, 36 weeks, to quadratics—Plane Geometry, 36 weeks.
3. **History**—American (including Civics) 36 weeks—European, 36 weeks.
4. **Science**—36 weeks. This year in Science may be any one of the following: Physics, Physiography, Botany and Zoology, Chemistry.

During the first year the student may take any four of the five subjects which are given below as first year subjects. During the second year he may take any four of the subjects given as second year subjects; or he may take the subject omitted during his first year and three of the second year subjects. He may thus at any time take up any subject that he has omitted during a previous year (except that he may not take Science I after he has taken Science III); but at no time will he be permitted to enroll for a subject ahead of the year in which he is classified.

The first four years of the Normal Course is a standard high school course, and is in conformity with the requirements for graduation from the Academy, and will entitle the student to a diploma from the same.

(The above arrangement applies only to the first four years of the course.)

SUBJECTS

First Year

English I	5
Algebra I	5
Latin I	5
Science I	5
Ancient History	5

Second Year

English II	4
Plane Geometry	5
Medieval and Modern History	5
Latin II	5
French	5

Third Year

English III	3
Algebra III and Solid Geometry	5
Latin	5
French	5
Greek	5
Science III	5

Fourth Year

Physics	5
American History and Civics	5
English	5
Latin	5
Greek	5
French	5
Normal Reviews	5

Fifth Year

Education	4
English	4
Algebra	4
Chemistry	4
Biology	4
German	4
Latin	4
Greek	4

Sixth Year

Education	
History	
Biology	
Chemistry	
Physics	
German	
French	
Latin	
Greek	
English	

The courses in Education open to Sixth year students are Methods and History of Education (if not elected in the fifth year) and General Psychology or some other course not previously taken.

In addition to these specific requirements, many other teachers' courses are offered in the Summer School and the teachers are invited to avail themselves of this splendid opportunity. These courses are all approved by the State Department of Public Instruction, and will be accepted towards a normal course in this school or any other college or normal school in the state.

Those who have successfully completed the above course will be accorded the same privileges in regard to exemption from examination for state certificates as are given to graduates of the normal schools of the state and of similar courses in the State University.

Students who successfully complete the above outlined *Six-Year Normal Course* will in most cases have completed the Sophomore year in the regular College course, and will be entitled to receive a State Certificate.

Students completing the *Four-Year College Course* will receive a bachelor's degree from the College and are entitled to receive a provisional state certificate, which will terminate in a life diploma after they have secured the required forty months of successful experience. This course especially trains students to teach special subjects in four-year accredited high schools.

Approved this ninth day of March, 1920,

by FRED L. SHAW,

Superintendent of Public Instruction.

Summer School

ORGANIZATION

The Summer School was established in 1901. It is an integral part of the work of Huron College. The Trustees and Faculty are committed to the policy of furthering the interests of this School in every possible way. The work done in the Summer School is not inferior in quality. The College is responsible for the conduct of all courses and with all the resources at its disposal, guarantees their excellence. All work is done under the supervision of the President of the College. Instruction is given by members of the Faculty of the College with the assistance of lecturers and teachers who are expert in public school methods and problems.

AIMS

The summer term begins immediately after the College commencement and continues six weeks. Teachers, more than almost any other class of workers, need to do advanced work continually if they wish to keep abreast of the times. Courses in the Summer School are arranged with special reference to the needs of public school teachers who cannot spare the time to attend school during the regular school months.

Huron Summer School will appeal especially to teachers and students who are seeking an opportunity to study seriously and to accomplish some definite purpose. Those who wish their summer study to issue in some practical result, should remember that the aim of the school is to produce such results. Special entertainment is provided but mere entertainment is not the goal. The College authorities feel that it is better to aim at work which issues in achievement, for no entertainment is quite equal to that of interesting and efficient work. In the conduct of courses, it is not planned to do the work of students for them by lectures in the classroom and from the chapel rostrum. The idea is rather to make work enjoyable and to fit students for the joy of thinking and working for themselves.

PREPARATION FOR TEACHERS' EXAMINATIONS

In outlining the courses, special attention is given to the fact that many young people are each summer preparing to write the examination papers required for a teacher's certificate. The School will be of special service to those who have this end in view. One who has some preliminary preparation should be able, during six weeks of study, to make up deficiencies in one or two subjects and to review other subjects so as to pass the examination for the first grade certificate. Examinations for this certificate are generally given after the close of the Summer School in the latter part of August.

Students who wish to prepare for Primary, Second or Third Grade Certificates are reminded that examinations for these three classes of certificates are generally held during the last week of the term. Those who choose can plan their work to meet the requirements of these examinations.

PREPARATION FOR PROMOTION

To hold a teacher's certificate of any grade may mean much or little. Certificates guarantee neither high intellectual ability nor skill in teaching. Requirements for certificates represent a minimum of scholarship, without whic the law will not allow one to teach. But ambitious teachers are not content t rest on the least possible scholarship required of them. Those who are advancing to better and more remunerative positions do more than they are compelle to do. The simple requirements of the law are not sufficient for them. The are continually seeking to enrich experience, to come into contact with ne ideas and with people who have such ideas, and to broaden the intellectua horizon by every possible means. Such ambitions make one a candidate fo promotion in the teaching profession and in any walk of life. Huron Summe School is organized to serve those who are seeking better positions.

COURSES FOR COLLEGE AND ACADEMY STUDENTS

College and Academy students are continually inquiring about the possibility and the advantage of pursuing courses in Summer School. Under th old division of the year into three terms of twelve weeks each, it was possibl by reciting twice a day in a subject for six weeks to make one full term's credit Now, with the college year divided into two semesters of eighteen weeks eac it is more difficult to arrange to give college and academy credit for work don in the Summer School. However, the doors of the School are not closed t students who for any reason wish to enroll for college and academy subject It frequently happens that students who have been given conditional class fication wish to remove conditions during the summer. Others wish to procee to graduation faster than the provisions of the schedule of the regular yea allow. To such students the opportunities of the Summer School are open, b in each case arrangements should be made in advance. Such courses receiv special instruction and will be offered when a sufficient number of studen request that the course be given. Unless special arrangements are made whereb summer courses are outlined to proceed with special rapidity, students ma count on receiving hour-for-hour credit from the College Registrar.

TEACHERS' COURSES

Special courses and lectures in pedagogy and in such subjects as Elementa Agriculture and Nature Study. Announcement of such courses is made eac year in the Summer School Bulletin.

Courses in the following departments of instruction are regularly schedul each year: Pedagogy, Mathematics (including Arithmetic, Algebra, ar Geometry), History, German, Latin, Civics, English Grammar, Rhetoric ar Literature, Geography, Natural Science (including Physiology and Physics Penmanship and Spelling, Drawing, Primary Methods, Public School Musi Voice, and Piano.

Several courses in each one of the above departments will be regularly cheduled. All courses of study required for the First Grade Certificate will be ffered. Other courses of study and other subjects will be offered if desired by sufficient number of students and if permitted by the time available.

EXPENSES

Tuition, term of six weeks	$20.00
oom rent, by the term at Voorhees Dormitory	8.00
able board, if paid in advance by the term	30.00
Total for term of six weeks	$58.00

Note—Student taking work in High School, Academy, or College subjects ill pay an additional fee of five dollars.

Those who are interested will receive the Summer School edition of the ollege Bulletin on sending a request to the President of the College.

Commercial Courses

IN THE COLLEGE

ECONOMICS MAJOR

The college offers a major of 30 semester hours in economics, in a cour leading to the bachelor of science degree The courses offered are as follo

ECONOMICS AND SOCIOLOGY

Professors Williams and Oxtoby

31. Economics—A general survey of the subject based on some te book, supplemented by assigned readings and exercises. *Required of Sop mores. One semester. Four hours.*

Elective Courses

32. Money and Banking—A study of the principles of money a prices. Monetary history of the United States. The functions of banks a the principles governing note issue, deposit currency, loans and discounts, serves, clearing houses, etc. The banks of England, France, Germany, a Canada. The First and Second Banks of United States, state banks, a national banking system of the United States. *One semester. Three hours.*

33. Corporations and Trusts—The causes of industrial combinati The forms of combination, the pool, the trust, the holding company, and t simple corporations. Problems arising out of the movement toward combi tion and remedies proposed. A wide range of assigned reading. *One semest Three hours.*

34. Corporation Finance—A consideration of the principles and me ods of corporate organization, capitalization, and procedure. Among the s jects studied are those of the incorporation and internal organization of typical corporation, the raising of funds through the sales of stocks and bon receiverships, and reorganizations. *One semester. Three hours.*

35. Socialism and Social Reform—A careful study of those plans social betterment which call for either a reorganization of society or a consid able extension of the functions of the state. A historical study of early co munistic theories and experiments. A critical examination of the theories the leading socialistic writers. Anarchism; the single tax movement; pub ownership; Christian socialism. *One semester. Three hours.*

37-38. Sociology—An introduction to theoretical and practical sociolo Definition of the science; consideration of the subject matter of sociology a the fundamental social phenomena. The social person; social institutio social origins; social control; poverty and the social treatment of crime. wide range of reading from standard texts and from current literature on subject. *Two semesters. Three hours.*

IN THE ACADEMY

1. (a) **Bookkeeping**—This course affords instruction in the fundamen principles of accounting. Modern double and single entry sets of books kept. In addition, the student is given repeated drills in opening and clos

various sets of books, taking trial balances, and preparing the financial statements

Business knowledge and routine are acquired through the study of the facts concerning the transactions, the business papers involved, and the proper book entries. Invoices, bills, checks, drafts, promissory notes, etc., are given special attention. The student learns by actually receiving and making out such papers.

The work of the second semester includes the keeping of advanced sets of books for a bank, a factory, a commission, and a wholesale house.

Offices have been equipped for the purpose of representing Banking, Wholesale Merchandise, Commission, and Real Estate. Each student has the opportunity to do actual office work, and later to manage an office. Experience is thus gained that connects the class room exercises with business life. *Throughout the year. Ten hours.*

(b) **Farm Accounting**—A specialized course in farm accounting is offered, following the preparatory course in introductory bookkeeping and business practice. The course covers the transactions of a representative farm for a period of a year and furnishes a live, practical, and up-to-date business training for the young man who expects to make farming his life work.

2. **Shorthand**—In the first semester, instruction is given in elementary phonography and dictation. The Gregg System of shorthand is taught. The principles studied are immediately put into practice by taking dictation commensurate with the student's knowledge of the subject. The aim is to develop legibility, speed, and confidence from the beginning.

The work of the second semester is to teach short cuts and the ability to write new phrases without hesitation. The dictation is confined to the best examples of business letters, papers, and documents. Imagination and ability are developed through the dictation of letters in outline, which the student is required to compose. This practice enables one to assume greater responsibilities, and thus rise above the duties of a mere routine position. *Throughout the year. Seven hours.*

3. **Typewriting**—The student is taught the Touch System. From the beginning, attention is given to correct fingering through the use of a text containing graded lessons and by class exercises conducted by the instructor. When the introductory exercises are completed, the student is given business papers to copy preparatory to taking them from dictation for transcription. Neat, accurate work is required, together with a certain degree of rapidity.

Students are familiarized with copying and duplicating devices and other details of office work in the Stenographer's Office Practice Course. See paragraph four below.

The department is supplied with a number of the leading typewriters, such as the Remington, the L. C. Smith & Bros., and the Underwood. It is advisable for the student to become familiar with several different machines, as it is impossible for him to know before leaving college what machine he will be required to operate when he accepts a position. *First semester, ten hours. Second semester, eight hours.*

SPECIAL STUDENTS

High school graduates who find it impracticable to take a four year co lege course may register as special students, and take the bookkeeping a stenography courses described above. These courses do not receive colle credit. At the same time they may pursue college courses for which they a prepared. Freshman English is especially desirable.

School of Music

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music, it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical ife and culture in our state.

The School of Music has enjoyed quite an unusual growth, making it necessary to better the teaching force year by year as well as to add to the facilities for teaching and practice. There are now twelve rooms devoted entirely to the use of this department. The college auditorium is used for recitals and other special public programs. There are sixteen high grade pianos used in the department, including grands for teaching and concert purposes. Because of this equipment which is unusally good for a school of this size, we are able to offer the best of musical advantages. Students in the School of Music enjoy the cultural and social advantages of college life and are privileged to join freely in all college activities. The Dormitory is open to young women who are responsible for their conduct to the Dean of Women. All students in the School of Music are under the general regulations which govern students who register in any department of the College.

Courses of Instruction

Voice Piano Organ Violin Viola
Public School Music Wood-Wind, and Brass Instruments
Courses for Teachers Normal Training
Harmony Theory of Music History of Music Counterpoint
Ensemble Musical Appreciation Expression Languages

Regular Courses

The special attention of prospective students is called to the Regular Courses in Music. These courses are very comprehensive in their scope and are outlined to cover four years of intensive work. The completion of a Regular Course involves a thorough and well-rounded training in all the fundamentals of music and particular skill as a performer in some special branch.

THE REGULAR FOUR YEAR COURSE

Students enrolling in this course may take piano, voice, organ, or violin as their major study. The piano is adopted as the basis of study and is required as a minor subject of all who take voice, violin or organ as their major. Any subject, when taken as a major, will be given in private lessons of thirty minutes each twice a week. Subjects taken as minors are likewise given in private lessons. History and theory of music, harmony, sight reading, and similar subjects are given in full classes unless otherwise desired. Students pursuing this course are required to register in the regular college classes to study English language and literature, the elements of French, and Italian, history, and psychology.

The Four-Year Course is arranged with the idea of training students thoroughly in the fundamentals of music. To complete the Course one must attain great proficiency in some one subject, the major, give a public recital, and have in addition a good working knowledge of the minors. The languages and other college subjects which are taught are directly useful to a musician and provide a background of general culture which every musician should have. Those who wish to make music their profession should complete the Four-Year Course.

OUTLINE OF COURSES

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, Huron College School of Music presents the following outline of instruction arranged in four general divisions:

1. Preparatory Course.
2. Intermediate Course.
3. Normal Training Course.
4. Diploma Course.
5. Degree Course.

The Preparatory Course—This course covers the rudiments of music and is open to all beginners. Students are advanced as rapidly as their progress justifies

The Intermediate Course—In this course, students are brought to a echnical proficiency which will enable them to appear creditably in student ecitals.

The Diploma Course—This course is designed for students preparing for rofessional work as teachers or players and for amateurs who desire to obtain thorough training in the art and science of music, and wish to pursue a definite nd systematic course of study.

The Degree Course—A course leading to the Bachelor of Music degree as been outlined and adopted. An ordinary student can probably not earn ch a degree in less than five years' study beyond a standard high school ourse. It will require a large amount of work in college courses leading to the achelor of Arts and Bachelor of Science degrees. Intellectually and culturlly, the Bachelor of Music degree will be fairly equivalent to other bachelors' egrees offered by standard colleges.

Requirements for the Degree of Bachelor of Music

1) The entrance requirements are the same as for the A. B. and B. S. courses.

2) A minimum of 64 hours of work will be required from college courses including musical subjects credited toward the A. B. or B. S. degree.)

3) Two courses will be required in the Dept. of Biblical Literature (of hich one must be chosen from Junior Christian Evidences and Senior Ethics).

4) The following is the approximate distribution of the 64 hours of colge work required:

Freshman English 11-12	6 hrs.
Trigonometry	4 hrs.
Second Semester Physics	4 hrs.
Foreign Language	24 hrs.
Bible and Ethics	5 hrs.
Musical Theory	8 hrs.
Elective	13 hrs.

5) The following will be the approximate distribution of the 64 hours of usic work required:—

Major Subject	32 hrs.
Theory	14 hrs.
Music History	4 hrs.
Minor Subject	8 hrs.
Elective	6 hrs.

PIANO

Miss Maclean and Miss Finley

Preparatory--Grade 1. Instruction books or technical exercises used ccording to individual needs. Hand culture, touch, rhythm study, phrasing nd ear training. Simple pieces by modern composers.

rade II. Continuation of Grade I. Sonatinas by Clementi, Kuhlau, urlitt, Dussek, etc. Smaller compositions by Handel, Mozart, Beethoven, chumann, etc.

Intermediate Grade--Grade I. Further development of technique, including major and minor scales, arpeggios, chords, etc. Studies by Czerny Heller, Bertini, Loeschorn. Easy sonatas and pieces by Haydn, Clement Beethoven. **Grade II**. Bach two and three part Inventions, Mendelssohn Songs without words, smaller selections of Chopin, Grieg, Shubert, and modern standard composers.

Diploma and Degree--Well tempered clavichord by Bach, Etudes by Clementi, Czerny, Koszkowski, Liszt, Chopin; Sonatas of Beethoven, Grieg etc; pieces and concertos by Chopin, Schumann, Saint-Saens, Liszt, Grieg MacDowell, and modern composers.

ORGAN

Fern Maclean

The organ course is designed to provide thorough training as a churc organist. Only students who have received a sufficient amount of instructio on the piano will be entered in the organ course. Instruction will consist o the proper playing of Hymns, Anthems, Pedal Studies, Accompanying, Improvising and Solo Compositions. The organ in the Presbyterian Church i used for teaching and practice purposes.

VIOLIN

Miss Cannon

For the diploma or degree in violin playing the pupil must have completed the courses in Harmony, Counterpoint, History of Music and Musi Analysis.

Opportunity is offered to the student to play in the community orchestr and to obtain some knowledge of string ensemble.

Childrens Classes--Violin classes open to beginners have been organize by Miss Cannon among the children of the Public Schools of Huron. Thi work has proven very successful and is worked out on the same plans as use in many of the large cities. Members of these classes meet at the college on hour each week for lessons and rehearsal. Public recitals are given by th classes, at least once in each semester. Dr. Mitchell's "Public School Clas Method for the Violin."

Preparatory:—Instruction books and techincal exercises used accordin to the individual need.

Outline of theoretical work approximately:

I. a—Parmenter "Violin Instruction for Children".
   b—Hohman "Violin Book I".
   c—DeBeriot, Book I Part I.
II. a—Hermann "Violin School"
   b—Hermann op. 20—"100 Violin Studies for Beginners"
III. a—Bohmer "Studies in Intonation."
IV. a—Gruenberg "Scales and Chords in 1st Portion."
V. a—Sevcik-Op. I Part I Violin technics, First Portion solos to sui needs, easy duets, etc.

Intermediate:

I. DeBeriot, Studies from 3rd to 5th positions inclusive.
II. Bytovetski, Violin technics in all posistions. Memorizing of Scales.
III. Wolfart-Kayser, Etudes.
IV. Daucla—"50 Daily Mechanical Exercises"
V Dont—"24 Etudes."Solos to suit needs. Mazas duets. Student Con-ertos of Accolay, Seitz, Bloch, Strube, Ortman, etc-

Diploma or Degree:

I. Bytovetski—Book I, completed.
II. Kreutzer—42 Studies.
III. a—Casorte—Bowing Studies.
  b—Tartini—Bowing Studies.
  c—Bytoveski—Book III, Bowing Studies.
IV. Bytoveski—Book IV, Special 4th Finger Studies.
V. Bytoveski—Book II, Studies in Double Stops Memorizing of Scales in Double Stops.
VI. Fionillo—36 Caprices.
VII. Special Studies in Shifting, Trills, Chromatics, etc.
VIII. Rode—24 Caprices.
IX. Bach, J. S.—Solo Sonatas
X. Solos to suit needs, Concertos by DeBeriot, Viotte, Rode, Kreutzer, Mozart, Leonard, Mendelssohn, etc. Modern Compositions.

ENSEMBLE

Lucy May Cannon

This important course has been designed and is under the competent direction of Miss Cannon who will take into the class only those advanced students of piano, violin, and cello who desire the opportunity of acquainting themselves with the best of Chamber music. The art of accompanying will be studied and the combination of two, three and four instruments will be used as the occasion demands.

VOICE

Professor Bailey and Miss Pier

The course of instruction in voice as applied to grades can only in the most general way indicate the system of training to which the student will be subjected. "Vocalises" by Concone, Panofka, Marchesi, Vaccai, and other composers are used; yet it may be said that the method used is based on the Italian, French, German, and American schools of training the voice. It is maintained that this training will develop the correctly placed voice so that the pupil can produce with equal ease and firmness and an even quality all tones from the lowest to the highest. From this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto", or beautiful singing.

Correct breathing, correct position in singing, and the mechanism of the voice is explained as far as necessary along with special attention to the needs of each individual. Exercises, studies, and songs are carefully selected accord-ng to the requirements of each voice.

Study will be made of the interpretation of Arias, Songs, and Ballads from the best of the Old and Modern Schools, with strict attention to phrasing, enunciating, and rhythm.

For the Diploma or Degree in vocal music, the pupil must complete the Course in Harmony, Theory, and History of Music, and must also complete the intermediate course in Instrumental music.

THE NORMAL TRAINING COURSE

Miss Finley

Two years' training in this course is required for a full teacher's certificate. Children between the ages of seven and twelve who have never studied music are enrolled in the Normal children's classes and are taught twice a week by Junior and Senior students desiring a teacher's certificate. The work is outlined by the head of the department, who supervises the teaching, selects the music to be taught, and who lectures once a week on Musical Pedagogy. This is one of the few schools in the Northwest offering such a course.

The children are given one lesson of thirty minutes duration for individual piano work, and one forty-five minute class lesson each week. The class lesson consists of table work, elementary training in Intervals, Chords and Scale Building, and Ear Training. The piano lesson consists of New England Conservatory, Book I, and Home Study Book by Mrs. Crosby Adams for the first year lessons. Sonatinas by Kuhlau, Clementi, etc., are used in the second year classes. Pieces by Hannah Smith, Nettie Ellsworth, Edith Prynn Hall, Gurlitt, the easier pieces from the Schumann Album for the Young, etc., as well as Ensemble work are studied during the two years. At the end of each semester, a public recital is given by the children. Anyone wishing to teach will find this Department a very great help.

In addition to these courses, the following courses in Theory and History of Music must be taken, if the student is working for a certificate or diploma.

HISTORY OF MUSIC

The object of the course in Music History is to give the student a knowledge of the great epochs in musical developement so that he may have a broader cultural background on which to build intelligently and thoroughly his own technical equipment.

First Semester--A general survey of great movements in development of the art of music from the time of primitive man to the period of Bach and Handel. Lectures, Outside readings and reports, Illustrative material on phonograph.

2nd Semester--Development of music from the time of Beethoven to the present day; Continuation of lectures, Outside reports and papers. Phonograph records. Current musical events.

Text used is "Essentials in Music History" by Tapper-Goetschus. *Two Semesters. Two hours.*

THE APPRECIATION OF MUSIC

Miss Cannon

This course is especially intended for those who are not studying music, yet wish to enlarge their critical appreciation of music as a detail of their genral culture. With this end in view music will be examined in its historic and echnical aspects. Full explanation will be given to the modern forms as well as the styles and achievements of leading composers. Instruments will be explained both singly and in groups, as will the principles underlying composiion and performance. The lectures will be illustrated by members of the faculty and student body and advance lectures will be given upon the programs of public concerts. The course is directly adapted to the special needs of college tudents but is also open to music school students. *Two hours per week hroughout the year. Credit Two hours.*

WOOD-WIND AND BRASS INSTRUMENTS

Mr. Christensen

Instruction on the Flute, Piccolo, Clarinet, Bassoon, Mellophone, French Horn, Valve-Trombone, and Slide-Trombone is given.

PUBLIC SCHOOL MUSIC

Miss Cannon

A course in Public School Music is quite necessary for one who wishes t become an instructor and supervisor of music in public schools. Each year ou public schools are offering more work in music and the demand for teachers i increasing. The following course is outlined with a view to giving students practical training in this important branch of music:

Notation
Solmization
Interval-drills
Rhythm
Vocalization
Ear training
Transposing
Two- and three-part singing
Enunciation
Rote-songs
Scale-structure
Principles of harmon

Public School Music Course

First Year

1st Semester		*2nd Semester*	
Public School Music Methods	3 hrs.	Public School Music Methods	3 hrs
Harmony	2 hrs.	Harmony	2 hrs
Voice	4 hrs.	Voice	4 hrs
Piano	2 hrs.	Piano	2 hrs
Elective (College)	5 hrs.	Elective (College)	5 hrs
Total	16 hrs.	Total	16 hrs

Second Year

1st Semester		*2nd Semester*	
History of Music	2 hrs.	History of Music	2 hrs
Public School Music Methods	3 hrs.	Public School Music Methods	3 hrs
Harmony	2 hrs.	Harmony	2 hrs
Voice	4 hrs.	Voice	4 hrs
Piano	2 hrs	Piano	2 hrs
Elective (College)	3 hrs.	Elective (College)	3 hrs
Total	16 hrs	Total	16 hrs

THEORY

First Year—Ear Training, Intervals, Scales, Chords, Chord Progressions

Second Year—Harmony.

Third Year—Analysis of musical form.

Fourth Year—Counterpoint.

Ear Training—1. Training of Ear for Tone Perception. 2. Study of Intervals. 3. Scale and Chord Formation. 4. Beginning of Chord Progression.

Harmony—Text Book used is Chadwick's. The work covers one and one-half years. The last half of the second year is spent in Analysis of Harmonic Construction of Compositions by standard composers. *Elective to Juniors and Seniors in the College. Two semesters. Two hours.*

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis of classic and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, perceptions of sounds, overtones, rhythm, notation and figure treatment. Text Book used is Elson's Theory of Music. *Elective to Juniors and Seniors in the College. Two semesters. One hour.*

Counterpoint—One Semester of Simple Counterpoint, two, three and four part writing in the various species.

Second Semester—Double Counterpoint. Five to eight part writing. Elective to Juniors and Seniors. *Two semesters. Two hours.*

REGULAR COURSES IN MUSIC

These courses are arranged with a view to enable the student to become an accomplished musician. The piano is adopted as the basis of study. The piano will be a minor study for all students who want to make Voice, Violin, or Cello their specialty.

All those who want to make music their profession should take these courses. Violin, piano, voice, cello, lessons, when taken as majors are given in private lessons of thirty minutes each twice a week; when taken as minors they are given in private lessons of thirty minutes each once a week. All other branches are taught in full classes. (See pages 68 and 69).

EXPRESSION DEPARTMENT

Miss Hatch

The aim of the School of Expression is to provide such requirements as will enable the students under the most favorable circumstances and within a reasonable length of time to test their powers and prepare for their profession.

As it is true that the most perfect reader is the most perfect actor, it is through this course that the fixed and stiff elocutionist may be converted into the easy, natural reader of today.

REQUIREMENTS FOR GRADUATION

Diplomas are awarded by the Board of Trustees to those students who complete the above outlined Courses of Instruction to the satisfaction of the Examiners of the School of Music and who are recommended for graduation by the Faculty of the College. Beginners in any branch of music must complete the Preparatory, Intermediate, and Graduate Courses in order to receive a diploma. Advanced students who enter the School of Music may receive a diploma in one or two years, at the discretion of the faculty.

Teachers' Certificates are granted by the Board of Trustees on recommendation of the Faculty of the College and the Examiners of the School of Music to those students who have satisfactorily completed the work of the Normal Training Department, in addition to the work required for the diploma.

Beginners who are working for a certificate must complete a two years' cours in the Normal Training Department, in addition to the work required for a diploma. Advanced students may secure a certificate after one year's work in the Normal Training Department.

The Following Work is Given WITHOUT TUITION CHARGES to al Regular Students of the School of Music.

Ensemble Work—For four hands on one piano and two pianos; for fou and eight hands on two pianos; Violin and Piano; Violin, Cello, and Piano Voice, Violin, and Piano; String-Quartets, etc.

Orchestra—All students sufficiently advanced are asked to join the orchestra for study and performance of works for string, and full orchestra.

Children's Orchestra-- An orchestra open to children under Hig School age meets for regular rehearsal throughout the year. All children wh play orchestral instruments whether taking work at the college or not are invited to join this organization. Public appearances will be made by this orchestra at various times during the year.

Choral Union—The Choral Union enrolls a large membership and is doing thorough and inspiring work. The organization is open to all students o the college and citizens of Huron. Students should plan to join the Union an to receive from it the benefits of good choral training. The Union studies an presents in concert Standard Choral Works and Oratorios.

Choir—Mr. Bailey is director of a large chorus in one of the principa churches of the city, to which students of sufficient proficiency are admitted The choir sings regularly on Sunday mornings and evenings and during th year several musical services are given.

Girls' Glee Club—A young women's glee club is maintained and is doin good work under the direction of Miss Maclean. Membership in this club i open to all young ladies of the college but is limited as to number. The club appears in concerts and at various college functions.

Men's Glee Club—A glee club is organized each fall which is open t all men of the college who possess some singing ability. As only a limite number of singers can be used competition is keen for places in the organization. There are numerous calls each year for concerts by the club, both i Huron and out over the state.

Student Recitals—Short, informal recitals are given regularly by th students in the college auditorium. The purpose of such frequent appearanc is to make the pupils as free from self-consciousness as possible. Occasiona evening recitals which are open to the public are given by the more advance students.

Faculty Recitals—Occasional recitals are given by different members o the faculty throughout the year, to which the public is invited and which th students are urged to attend.

Artist Recitals—During recent years students at the college have hear such well known artists as Christine Miller, Sascha Jacobsen, Heniot Levy Isolde Menges, Zoellner String Quartette, Edna Gunnar Peterson, Harrie McConnell, Louis Kreidler, Ernest Davis, Harold Henry, Frances Ingram, etc

TUITION

For Private Instruction (Half-hour lessons)	Per Semester One lesson a week	 Two lessons a week
Voice	$27.00	45.00
Voice	22.00	35.00
Piano	24.00	40.00
Piano	22.00	35.00
Piano (For children under High School age)	18.00	30.00
Violin, Viola, Cello, etc.	24.00	40.00
Violin (For children under High School age)	18.00	30.00
Flute, Clarinet, etc.	18.00	30.00
Cornet, Trombone, etc.	18.00	30.00
Theory, History of Music	22.00	35.00
Public School Music	22.00	35.00
Expression	22.00	35.00

In Classes of Three or More

(One hour lessons)

Theory, History of Music, Musical Appreciation		$18.00
Public School Music		18.00
Violin for Children	10.00	18.00
Normal Training Piano Department for Children		10.00
Expression	10.00	18.00
Children's Class in Expression (Saturday Morning)	10.00	

OTHER FEES

Piano Rental for Practice:	Per semester
—One period per day	$ 6.00
—Two periods per day	9.00
—For each additional hour	3.00
Room Rent in the Voorhees Dormitory (for girls)	25.00
Table Board, about $4.50 per week	81.00
Laundry, about	10.00
Books, including sheet music from $3 to $6	5.00
*Students' Association Fee ($10 per year or)	5.00

*Students not rooming in the dormitory, who enroll for not more than two essons per week, if they do not desire to take advantage of the special privileges provided for by payment of the full fee of $5 per semester to The Students' Association, may pay a contingent fee of $1 per semester in lieu of the regular fee.

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work, will have the privilege of pay ing according to the following schedule, provided that the charge made for an semester registration shall not be less than five dollars.

$1.75 per lesson from teachers whose semester rate is...............	$24 to $2
$1.50 per lesson from teachers whose semester rate is..............	2
$1.25 per lesson from teachers whose semester rate is..............	1

SUGGESTIONS AND REGULATIONS

1. It is advisable that students take two lessons per week, as this insur more rapid progress in their studies.

2. Lessons missed by pupils or those falling on holidays or vacations, o on days or periods of days on which the college is closed, will not be made u under any consideration, sickness of two weeks or more being the only excep tion, unless proper arrangement is made with the teacher at least twenty-fo hours in advance.

3. Students discontinuing their work during the semester will be charg the single lesson rate.

4. All voice students are invited to sing in the chorus, which will me once a week.

5. All students studying orchestra or band instruments have the oppo tunity to play in such organizations.

6. All lessons in the School of Music will be given by the semester, th semesters in this department being identical with those of the other department Private lessons of thirty minutes each will be given in Voice, on the Pian Violin, and other instruments. Class lessons in the Theoretical Subjects, Pub lic School Music, Musical Appreciation and other subjects will be one hour eac

7. Arrangements relating to the assignment of work, changing of less hours, piano practice, and similar matters should be made with the Director Music.

8. All bills are due and payable in advance. The College must insist th these payments be made at the opening of each semester. All financial arrang ments should be made with the Treasurer **before** the student begins work.

Degrees Conferred

June, 1919

IN COURSE

V. Ewart Dudley, A. B.
nna Gurine Mikelson, A. B.
obert Stemme, A. B.
Villiam E. Utterback, A. B.
ertrude Marie Vandervoort, A. B.
Hazel Beatrice Jones, B. S.
Margaret Evelyn Mauch, B. S.
Gertrude May, B. S.
Donald McMurchie, B. S.
J. Edwin Pasek, B. S.

Departmental Graduates

June, 1919

ACADEMY

arnette I. Buckles
oris Chenoweth
athryn Hampel
va L. Merry
uther O. Noe
Helen Grace Preston
Ruth Alberta Price
Richard Watson Randolph
Marguerite Ripley
Maude Napier Ripley
Vera Elizabeth Voorhees

COMMERCIAL

Stenography

lva Marie Adsit
elen Jane Francis
lice Gunn
orothy Lawrence
yrhl Matteson
lsie McMillan
ucile McGinty
nna M. Timm
Marie Bein
Kathyrn El Garland
Alvina Kass
Esther Madsen
Carrie Moss
Elvira McKinney
Edna Phillips
Sylvia Trow
Eva M. Wright

Accounting

arie Bein
sther Madsen
lsie McMillan
ucile McGinty
Dorothy Lawrence
Myrhl Matteson
Elvira McKinney
Edna Phillips

MUSIC

Diploma in Piano

Margaret Evelyn Mauch

Teachers' Certificate in Piano

Lorraine Brown
Harriet Carroll
Mabel Parrish

Certificate in Public School Music

Harriet Laurel May
Harriet Carroll

COMMENCEMENT ORATORS

1918-1919

"A Hero of Our West"	Gertrude M
"The New Leadership"	Emil Utterb

Note—In the public exercises of commencement day, the graduating c is represented by two orators chosen by the class from a list nominated by faculty.

PRIZES AWARDED

1918-1919

The F. H. Kent Prize in Oratory

1. E. E. Hager
2. Robert Stemme

The Charles E. De Land Prize in Oratory

1. Emil Utterback

The Thomas Maynard Prizes in Declamation

1. Winifred Brewer
2. Gertrude Whitver

Smith Extemporaneous Speaking Trophy

1. Gertrude Whitver

The Robert C. Gibbs Prize for Scholarship

1. Herman Sweet

COLLEGE DEBATERS

1918-1919

Mitchell at Mitchell: Emil Utterback, Edwin Pasek, Lloyd Green.
Yankton at Huron: G. John Bloemendaal, Herman Sweet, E. E. H

List of Students

1919-1920

(The numbers refer to the bound volume of registrations)

College

SENIORS

158	Babbitt, Ross M.		Huron
323	Bloemendaal, Gerritt John		Clear Lake
167	Brown, Frances Lorraine		Pierre
173	Carroll, Harriet Elizabeth		Huron
182	De Boer, Hilda E.		Pollock
185	Dickinson, Consuelo		Huron
188	Duthie, V. Margaret		Miller
212	Hager, Edward Everette		Huron
216	Hannum, Nancy Jane		Huron
217	Harris, Mary Elizabeth		Wessington
220	Hines, Larry		Onida
422	Given, Harold W.		Huron
232	Johnston, Laura		Faulkton
245	Light, Mary E.		Huron
250	Lyon, Esther D.		Huron
252	Mann, Gladys		Huron
255	Meigs, Wayne Wilbur		Huron
293	Smith, Mildred M.		Huron
375	Mueller, Esther		Faulkton
300	Tait, Frances A.		Huron
309	Urquhart, Marjorie Maude	(21)	Huron

JUNIORS

161	Benesh, Martha		Huron
334	Bloemendaal, Dick Cornelius		Clear Lake
165	Brandt, Grace Edna		Avon
169	Bullock, John		Huron
175	Carry, Edith Marie		Scotland
326	De Boer, William T.		Pollock
437	Granger, Mary		Aberdeen
210	Hagen, Electa		Huron
224	Hoffman, Harry Mervin		Huron
225	Holton, Keith Henry		Huron
344	Horn, Raymond W.		Aberdeen
258	McArthur, Mary Adeline		Harrold
261	McMillan, Golda Eugenia		Alpena
282	Reiger, Adam A.		Hillsview
286	Sargent, Carrie M.		Esmond
290	Simpson, Mary Eleanor		Huron
310	Van Brunt, Klemmene		St. Lawrence
312	Voigt, Walter		Aberdeen
314	Washburn, Ruby	(19)	Revillo

SOPHOMORES

179	Crawford, Robert Dean		Huron
183	DeGeest, William E.		Ree Heights
451	Dougherty, R. E.		Huron
194	Francis, Kathryn Ann		Huron

201	Gamble, Edith M.	Huro
226	Holton, Verl Alfred	Huro
228	Hutchison, Amy L.	Huro
231	Johnson, Helen Victoria	Lake Ande
449	Johnson, Laura Westcott	Huro
240	Kirk, Mary Beth	Huro
359	Lanam, Mervin Ottis	Scotlan
247	Lindsey, Mervin Edwin	Santee, Neb
360	Miner, Ruth	Cavou
273	Phillips, Ethel Beatrice	Huro
435	Randolph, Rowland T.	Cheyenne Agenc
281	Richter, Robert William	Dell Rapid
406	Schroeder, Harold Lee	Mille
292	Smith, Curtiss Rosencrans	Wolsey
298	Sweet, Herman James	Canova
311	Vandervoort, Louise	Decatur, Ind.
318	Whitver, Gertrude M. (21)	Walnut, Ill.

FRESHMEN

154	Abrahamson, Alyce Gemalia	Midland
155	Ackerman, Lenita B.	Huron
333	Alley, Enos G.	Huron
157	Amsden, Lyman Lindesmith	Groton
321	Arnette, Stanley Earl	Redfield
414	Barnett, Margie E.	Huron
166	Brewer, Winifred	Woonsocket
168	Buckles, Garnette Imoe	Hoover
171	Bullock, William Thrift	Volga
174	Cary, Ethel May	Scotland
335	Chesire, John William	Huron
176	Chenoweth, Doris A.	Huron
177	Clarke, Alfra Ellen	Huron
178	Cole, Walton Elbert	Lemmon
336	Christianson, Paul Otto	Huron
180	Davis, John Arthur	Huron
421	Dodsley, Katherine E.	Huron
327	Durfee, James R.	Huron
190	Evans, Susan	White
193	Francis, Donald	Huron
196	Friemark, Hilda	St. Lawrence
199	Furman, Ellsworth H.	Miller
200	Gamble, Addie Bernice	Huron
203	Gascoigne, Dewey G.	Huron
204	George, Dwight B.	Gettysburg
205	Gilchrist, Charles B.	Kadoka
207	Gough, Ethel Irene	Canova
208	Griffiths, Raymond Stannard	Leslie
218	Hays, Frances	Armstrong, Iowa
222	Hoel, Edmund	Sturgis
223	Hofer, Jacob H.	Huron
227	Horrigan, Mildred Maree	Woonsocket
328	Kerkow, Henry H.	Huron
229	Issenhuth, Mona	Huron
230	Jaehn, Alfred C.	Huron
233	Jones, Bernice L.	Hot Springs
234	Jones, Esther Mae	Midland
235	Jones, Florence Irva	Lake Andes

236	Jones, John Johnstone		Hot Springs
254	Mauch, Ruby Henrietta		Hetland
257	Mills, Winifred Joyce		Huron
262	Noe, Luther O'Neall		Wessington
264	Notestein, Edward		Huron
266	Palm, Bernard Lawrence		Huron
274	Pierce, Ellen Bernice		Onida
275	Price, Ruth A.		Hitchcock
276	Randolph, Richard Watson		Cheyenne Agency
277	Ray, Ulysses J.		Huron
280	Reese, Sheldon		Huron
394	Reilly, Charles A.		Huron
393	Reilly, Joseph William		Huron
291	Sjolander, John B.		Sturgis
294	Smith, Percy L.		Wolsey
295	Smith, Robert Owen		Lake Andes
297	Sutton, Jeanie Elizabeth		Huron
303	Thurston, Everett John		Huron
352	Tschetter, Susie		Carpenter
313	Waffensmith, Lois L.		Wolsey
315	Wallace, Florence M.		Huron
316	Wallace, Mabel	(60)	Huron

ACADEMY

IV.

436	Allen, Carroll M.		Sergeantsville, N. J.
164	Boschker, Minnie		Pollock
393	Bullock, Edward Alexander		Volga
337	Cox, John Oscar		Huron
181	DeBoer,, Alieda		Pollock
213	Hager, Effie Viola		Huron
215	Hampel, Dorothea		Faith
251	Madsen, Florence M.		Carpenter
254	Matteson, Myrhl Marie		Virgil
277	Remde, Frank		Mansfield
284	Russell, Elizabeth		Cumberland, Wis.
285	Saathoff, Joseph H.		Huron
296	Sutton, James Henry		Laurel
299	Sweet, Hugh		Canova
307	Tschetter, Joseph		Yale
353	Willard, Glatha		Huron
319	Willoughby, Mary Lulu	(17)	Midland

III

390	Gascoigne, LeRoy Holland		Huron
241.	Kleinsasser, Anna		Carpenter
267	Parker, Kenneth Hugh		Suring, Wis.
301	Thompson, Bernice		Ottumwa
304	Todd, Dorothy		Huron
440	Turner, Blanche	(6)	Woonsocket

II

156	Adams, Audra Elaine		Wallace
160	Beall, Gladys Ruth		Cavour
189	Eidam, Orlow J.		Forest City
191	Fenelon, Katherine		Pollock
195	Franzen, George		Esmond
206	Gilchrist, Charles W.		Iroquois

239	Kinsman, Walter M.		Huro
244	Larkin, Robert B.		Huro
317	Wells, Bernice	(9)	Harrol

I

170	Bullock, Mary Catherine		Volg
401	Bullock, Geroge Gerald		Volg
385	Bloemendaal, Ralph B.		Clear Lak
441	Cole, Gladys		Huro
425	Crawford, Samuel J.		Sisseto
192	Fonken, Frieda Evalina		Willow Lak
209	Gross, Joseph John S.		Hitchcoc
391	Hofer, Ferdinard		Yal
343	Hofer, Susie M.		Huro
238	Kief, Stella M.		Huro
387	Kleinsasser, Susie		Yal
243	Knapp, Clara May		Bonill
405	Miller, Roy B.		Bate
404	Miller, George Larry		Bate
263	Noe, Lyle Earl		Wessingto
271	Perry, Leona		Highmor
278	Reinschmidt, Emma		Yal
279	Rhoads, Mary		Forest Cit
331	Sutton, Edith		Huro
306	Tschetter, Elizabeth S.		Yal
308	Tschetter, Paul J. Pullman	(21)	Huro

SCHOOL OF BUSINESS

Accounting

162	Berry, Verna Mae		Ree Height
385	Bloemendaal, Ralph B.		Clear Lak
428	Choate, Isabel R.		St. Lawrenc
365	Cooley, Herschel		Huro
425	Crawford, Samuel J.		Sisseto
186	Dolan, Josephine		Huro
189	Eidam, O. Jay		Forest Cit
202	Ganshert, Florence		Huro
203	Gascoigne, Dewey G.		Huro
219	Heers, Gertrude Luella		Storm Lake, Iow
239	Kinsman, Walter W.		Huro
244	Larkin, Robert B.		Huro
260	McMillan, Alice L.		Huro
256	Meyer, Lenora		Huro
423	Morehead, Dale Cameron		Huro
267	Parker, Kenneth Hugh		Suring, Wis
277	Ray, Ulysses J.		Huro
394	Reilly, Charles A.		Huro
393	Reilly, Joseph William		Huro
283	Romero, Tillie		Whitewoo
406	Schroeder, Harold Lee		Mille
288	Schultz, Frieda C.		Whit
430	Skinner, Marie H.		St. Lawrenc
292	Smith, Curtiss Rosencrance		Wolse
297	Sutton, Jeanie Elizabeth		Laure
305	Trow, Verna Elva		Alpen
320	Zumbrunnen, Nettie Helen	(27)	Carthag

SCHOOL OF BUSINESS
Shorthand

159	Baum, Elsa	Huron
162	Berry, Verna Mae	Ree Heights
184	Delvaux, Christina Elizabeth	Cavour
186	Dolan, Josephine	Huron
202	Ganshert, Florence	Huron
219	Heers, Gertrude Luella	Storm Lake, Iowa
237	Kief, Edna Mae	Huron
242	Kline, Maude	Appena
251	Madsen, Florence M.	Carpenter
256	Meyer, Lenora	Huron
260	McMillan, Alice L.	Huron
274	Pierce, Ellen Bernice	Onida
283	Romero, Tillie	Whitewood
285	Saathoff, Joseph H.	Trenton, Ill
288	Schultz, Freida C.	White
297	Sutton, Jeanie Elizabeth	Laurel
305	Trow, Verna Elva	Alpena
353	Willard, Glatha	Huron
320	Zumbrunnen, Nettie Helen (19)	Carthage

SCHOOL OF BUSINESS
Typewriting

436	Allen, Carrol M.	Sergeantsville, N. J.
159	Baum, Elsa	Huron
162	Berry, Verna Mae	Ree Heights
392	Bullock, Edward Alexander	Volga
385	Bloemendaal, Ralph B.	Clear Lake
428	Choate, Isabel R.	St. Lawrence
365	Cooley, Herschel	Huron
184	Delvaux, Christina Elizabeth	Cavour
186	Dolan, Josephine	Huron
327	Durfee, James R.	Huron
189	Eidam, O. Jay	Forest City
202	Ganshert, Florence	Huron
213	Hager, Effie Viola	Huron
219	Heers, Gertrude Luella	Storm Lake, Iowa
215	Hampel, Dorothea	Faith
237	Kief, Edna Mae	Huron
239	Kinsman, Walter W.	Huron
241	Kleinsasser, Anna	Carpenter
242	Kline, Maude	Alpena
244	Larkin, Robert B.	Huron
250	Lyons, Esther D.	Huron
251	Madsen, Florence M.	Carpenter
256	Meyer, Lenora	Huron
260	McMillan, Alice L.	Huron
423	Morehead, Dale Cameron	Huron
267	Parker, Kenneth Hugh	Suring, Wis.
274	Pierce, Ellen Bernice	Onida
283	Romero, Tillie	Whitewood
285	Saathoff, Joseph H.	Trenton, Ill.
288	Schultz, Frieda C.	White
406	Schroeder, Harold Lee	Miller
430	Skinner, Marie H.	St. Lawrence
293	Smith, Mildred M.	Huron

297	Sutton, Jeanie Elizabeth		Laur
296	Sutton, James Henry		Laur
299	Sweet, Hugh		Cottage Grove, Or
305	Trow, Verna Elva		Alpen
307	Tschetter, Joseph		Yal
320	Zumbrunnen, Nettie Helen	(39)	Carthag

MUSIC

Voice

156	Adams, Audra Elaine		Wallac
408	Betts, Lawrence		Huro
427	Boschker, Clara		Polloc
169	Bullock, John		Vol
170	Bullock, Mary Catherine		Volg
171	Bullock, William T.		Volg
173	Carroll, Harriet Elizabeth		Huro
174	Cary, Ethel May		Scotlan
177	Clarke, Alfra Ellen		Huro
325	Costain, George H.		Huro
337	Cox, John Oscar		Huro
386	Davis, Margaret		Huro
185	Dickinson, Consuelo		Huro
187	Dudley, Dorothy		Huro
327	Durfee, James R.		Huro
200	Gamble, Addie Bernice		Huro
437	Granger, Mary		Aberdee
211	Hagen, Mary		Huro
213	Hager, Mrs. E. E.		Huro
212	Hager, Edward Everette		Huro
433	Halbower, Elizabeth B.		Mille
217	Harris, Mary Elizabeth		Wessingto
249	Lyon, Dora		Huro
258	McArthur, Mary Adeline		Harrol
254	Mauch, Ruby Henrietta		Hetlan
259	McDaniel, Lenore		Huro
412	McEwen, Mildred		Huro
261	McMillan, Golda Eugenia		Alpen
265	Ostrander, Zoa Naomi		Huro
268	Parrish, Mable A.		Redfiel
270	Perry, Bessie Mae		Highmor
273	Phillips, Ethel Beatrice		Huro
275	Price, Ruth A.		Hitchcoc
277	Ray, Ulysses J.		Huro
377	Remde, Frank		Mansfiel
429	Shockey, Violet Lorraine		Polloc
330	Smith, Floyd		Huro
295	Smith, Robert Owen		Lake Ande
411	Van Horn, Mrs. W. S.		Huro
318	Whitver, Gertrude M.		Walnut, Il
312	Voigt, Walter Leonard	(41)	Aberdee

PIANO

157	Amsden, Lyman Lindesmith		Groto
354	Bandy, Virginia		Huro
322	Bangs, Loie		Huro
383	Bell, Mary		Huro
410	Betts, James Gordon		Huro

163	Bialas, Edith L.	Huron
446	Birks, Lois	Huron
323	Bloemendaal, Gerrit John	Clear Lake
385	Bloemendaal, Ralph B.	Clear Lake
427	Boschker, Clara	Pollock
166	Brewer, Winnifred Caryl	Woonsocket
167	Brown, Lorraine	Pierre
395	Brumwell, Gladys Violet	Huron
415	Bryan, Elizabeth	Huron
168	Buckles, Garnette Imoe	Hoover
174	Cary, Ethel May	Scotland
432	Clarke, Ruth	Huron
441	Cole, Gladys	Huron
184	Delvaux, Christina E.	Cavour
185	Dickinson, Consuelo	Huron
481	Dodsley, Katherine E	Huron
187	Dudley, Dorothy	Huron
339	Edenburn, Golda May	Huron
340	Edenburn, Mabel Gertrude	Huron
355	Ellis, Mayme	Huron
190	Evans, Susan	White
455	Ferguson, Maude E.	Huron
192	Fonken, Frieda Evalina	Willow Lake
198	Frost, Maxine Drew	Huron
204	George, Dwright B.	Gettysburg
418	Gordier, Margaret	Huron
207	Gough, Ethel Irene	Canova
437	Granger, Mary	Aberdeen
210	Hagen, Electa	Huron
211	Hagen, Mary	Huron
213	Hager, Effie	Huron
214	Halpern, Leon	Huron
217	Harris, Mary	Wessington
218	Hays, Frances	Armstrong, Iowa
342	Hofer, Elizabeth M.	Huron
409	Hofer, Joseph M.	Huron
343	Hofer, Susie M.	Huron
225	Holton, Keith	Huron
227	Horrigan, Mildred Maree	Woonsocket
231	Johnson, Helen Victoria	Lake Andes
234	Jones, Esther Mae	Midland
241	Kleinsasser, Anna	Carpenter
387	Kleinsasser, Susie	Yale
243	Knapp, Clara May	Bonilla
447	Krogh, Agnes	Huron
398	Larson, Lillian	Huron
402	Larson, Mrs. Walter	Huron
246	Lindsey, Ruby	Huron
250	Lyon, Esther D.	Huron
389	Mackey, Warren B.	Plankinton
258	McArthur, Mary Adeline	Harrold
259	McDaniels, Lenore	Huron
403	Melum, Louise Amelia	Huron
257	Mills, Winifred Joyce	Huron
265	Ostrander, Zoa Naomi	Huron
268	Parrish, Mabel A.	Redfield
269	Peck, Marjorie Louise	Willow Lake

270	Perry, Bessie Mae		Highmo
271	Perry, Leona		Highmo
272	Petersen, Alice		Ruthton, Min
384	Petrie, Phyllis		Huro
273	Philips, Ethel Beatrice		Huro
442	Pier, Laura		Huro
275	Price, Ruth A.		Hitchcoc
381	Purves, Elizabeth		Tracy, Min
276	Randolph, Richard Watson		Cheyenne Agenc
435	Randolph, Rowland T.		Cheyenne Agenc
438	Ramer, Sarah		Huro
424	Reinke, Myrtle		Huro
278	Rheinschmidt, Emma		Yal
279	Rhoads, Mary		Forestbur
399	Satterlee, Nellie		Huro
287	Schultz, Howard		Huro
347	Seaton, Frances		Huro
429	Shockey, Violet		Polloc
289	Sievers, Frances		Huro
293	Smith. Mildred		Huro
350	Stahl, Mary		Huro
450	Stanley, Leola		Huro
331	Sutton, Edith		Laur
445	Tichenor, Lillian		Huro
304	Todd, Dorothy Amanda		Huro
306	Tschetter, Elizabeth S.		Yal
307	Tschetter, Joseph		Yal
440	Turner, Blanche		Woonsock
313	Waffensmith, Lois L.		Wolse
456	Warner, Ruth		Huro
382	Zumbrunnen, Louise	(93)	Carthag

NORMAL PIANO

363	Brown, Betty		Huro
197	Frost, John		Huro
246	Lindsey, Ruby Irene		Huro
248	Long, Margaret		Huro
420	Stahl, Rose		Huro
351	Sutton, Florence Katherine		Huro
302	Thatcher, Claude Howard	(7)	Huro

VIOLIN—CLASS

362	Bandy Helen Viola		Huro
324	Blume, Frieda		Huro
364	Brown, Frederica		Huro
367	Falk, Martin		Huro
396	Gilland, Everett		Huro
368	Gunn, Lucile		Huro
397	King, Glen		Huro
370	Light, Dora Catherine		Huro
371	Lund, Roger Rothy		Huro
372	Meeerit, Hulian		Huro
373	Meyers, Margaret E.		Huro
374	Myers, Ralph C.		Huro
376	Ohman, Maurel		Huro
439	Olson, Harold		Huro
378	Roberts, Vera Irene		Huro

399	Satterlee, Nellie		Huron
379	Sutton, Raymond William		Laurel
400	Swearingen, Edgar	(18)	Huron

VIOLIN

324	Blume, Frieda		Huron
166	Brewer, Winnifred Caryl		Woonsocket
171	Bullock, William T.		Volga
172	Cadotte, Sam		Huron
366	Dailey, Edward		Huron
338	Davis, Adah		Huron
187	Dudley, Dorothy		Huron
416	Ellis, Roy		Huron
431	Ellison, Mrs. Bertha		Huron
417	Fuglsang, Leonard Edward		Huron
426	Gamble, George		Huron
452	Garrett, Genevieve		Huron
356	Goodrich, Lloyd		Huron
369	Halpern, Joseph		Huron
434	Harmon, Elmira Loretta		Huron
341	Hatfield, Esto		Huron
454	Hendrickson, Meade		Canova
221	Hopkins, Lyle		Huron
357	Hundling, Carol		Huron
358	Issenhuth, Haskell		Huron
238	Kief, Stella		Huron
443	Lindsey, William		Huron
371	Lund, Roger Rothy		Huron
249	Lyon, Dora		Huron
345	Melum, Caroline		Huron
474	Myers, Ralph C.		Huron
346	Middaugh, Orra		Huron
439	Olson, Harold		Huron
269	Peck, Marjorie		Willow Lakes
271	Perry, Leona		Highmore
329	Schroeder, Myrtle		Huron
348	Seckler, Alpha		Huron
249	Stahl, Jacob		Huron
407	Urquhart, Mrs. D. F.		Huron
380	Utterback, Christine		Huron
314	Washburn, Ruby		Revillo
332	Womacks, Mildred	(37)	Huron

ORGAN

255	Holton, Keith Henry		Huron
389	Mackey, Warren B.		Plankinton
268	Parrish, Mable A.	(3)	Redfield

HARMONY (PRIVATE)

163	Bialas, Edith L.	Huron
166	Brewer, Winnifred Caryl	Woonsocket
227	Horrigan, Mildred Maree	Woonsocket
269	Peck, Marjorie Louise	Willow Lakes
272	Peterson, Alice E.	Ruthton, Minn.
273	Phillips, Ethel Beatrice	Huron
282	Zumbrunnen, Louise	Huron

HARMONY (CLASS)

427	Boschker, Clara	Pollock
174	Cary, Ethel May	Scotland

187	Dudley, Dorothy	Huro
217	Harris, Mary Elizabeth	Wessingto
232	Johnston, Laura	Faulkto
257	Mills, Winnifred Joyce	Huro
270	Perry, Bessie Mae	Highmor
275	Price, Ruth A.	Hitchcoc

THEORY

167	Brown, Lorraine	Pierr
268	Parrish, Mable A.	Redfiel
255	Holton, Keith Henry	Huro
257	Mills, Winnifred Joyce	Huro

COUNTERPOINT

167	Brown, Lorraine	Pierr
173	Carroll, Harriet Elizabeth	Huro

HISTORY OF MUSIC

163	Bialas, Edith L.	Huro
167	Brown, Lorraine	Pierr
187	Dudley, Dorothy	Huro
217	Harris, Mary Elizabeth	Wessington
275	Price, Ruth A.	Hitchcock

ANALYSIS

167	Brown, Lorraine	Pierre
255	Holton, Keith Herny	Huron
257	Mills, Winnifred Joyce	Huron
268	Parrish, Mable A.	Redfield

APPRECIATION

166	Brewer, Winnifred Caryl	Woonsocket
427	Boschker, Clara	Pollock
173	Carroll, Harriet Elizabeth	Huron
179	Crawford, Robert Dean	Huron
187	Dudley, Dorothy	Huron
327	Durfee, James R.	Huron
344	Horn, Raymond W.	Aberdeen
227	Horrigan, Mildred Maree	Woonsocket
258	Mary Adeline McArthur	Harrold
273	Phillips, Ethel Beatrice	Huron
286	Sargent, Carrie M.	Esmond

PUBLIC SCHOOL MUSIC

187	Dudley, Dorothy	Huron
270	Berry, Bessy Mae	Highmore
273	Phillips, Ethel Beatrice	Huron
275	Price, Ruth A.	Hitchcock

EXPRESSION

155	Ackerman, Lenita B.	Huron
160	Beall, Gladys	Cavour
448	Birks, Marie	Huron
166	Brewer, Winnifred Caryl	Woonsocket
175	Cary, Edith Marie	Scotland
176	Chenoweth, Doris A.	Huron
337	Cox, John Oscar	Huron
196	Friemark, Hilda	St. Lawrence
204	George, Dwight B.	Gettysburg
216	Hannum, Nancy Jane	Huron
453	Larson, Augusta	Huron
227	Horrigan, Mildred	Woonsocket

454	Lamb, Lorena	Huron
405	Miller, Roy B.	Bates
413	Morris, Grace A.	Mapleton, N. D.
270	Perry, Bessie Mae	Highmore
309	Urquhart, Marjorie Maude	Huron
315	Wallace, Florence	Huron
318	Whitver, Gertrude	Walnut, Ill.
320	Zumbrunnen, Nettie Helen (20)	Carthage

1919 SUMMER SCHOOL STUDENTS

1	Anderson Ethel Marie	Alpena
149	Andrews, Mrs. Roy	Wolsey
88	Baker, Alice Marie	Carpenter
120	Bandy, Dorothy Edna	Huron
2	Bandy, Virginia Alice	Huron
3	Bangs, Loie	Huron
89	Barnes, Katherine	Huron
4	Berghnis, Rolena A.	Isabel
5	Blake, Marion N.	Huron
6	Bliss, Wilma M.	Huron
90	Bloemendaal, Dick C.	Clear Lake
138	Blume, Frieda	Huron
7	Bowles, Claire	St. Lawrence
91	Brandt, Grace Edna	Avon
92	Brown, Lorraine	Pierre
128	Bryan, Elizabeth	Huron
8	Bunting, Perrie	Wessington
9	Butterfield, Mrs. Cora	Parker
136	Caroll, H. Marjorie	Huron
10	Chesire, Edna	Huron
11	Coldren, Alca Belle	Huron
12	Coldren, Dorothy Mae	Huron
139	Coldren, Harriett	Huron
13	Cook, Verda S.	Huron
14	Cotton, Alcinda L.	Miller
15	Cotton, Katie	Miller
150	Cox John O.	Miller
16	Christ, Ella	Wessington Springs
18	Curry, Ruthye	Downing, Wis.
17	Curry, Marjorie	Downing, Wis.
93	Davis, Adah	Huron
94	Davis, John Arthur	Huron
95	Davis, Margaret	Huron
151	Davis, Mary	Huron
19	Derscheid, Hazel	Osceola
96	Doty, Mrs. Elin	Corsica
121	DuBois, Alice Elizabeth	Waterloo, Neb.
20	Duthie, Margaret	Miller
21	Ellis, James Leroy	Huron
22	Ellis, Mayme	Huron
140	Evans, Blanch	Huron
152	Falk, Martin	Huron
23	Feathers, Caryl	Carthage
122	Fischer, Carl Theodore	Ft. Pierre
24	Freimark, Hilda	St. Lawrence
25	Frye, Carrie B.	Oral
26	Gamble, Addie Bernice	Huron

27	Gardner, Verda	Tula
97	Gorton, Gertrude	Hur
144	Graber, Jacob H.	Garden Ci
28	Granger, Mary	Aberde
141	Groom, Della	Colorado Springs, Colora
29	Gunn, Elizabeth	Hur
98	Gunn, Lucille	Hur
99	Hager, Mrs. Effie	Hur
100	Hall, Irma	Stickn
101	Halpern, Joseph	Hur
30	Harper, Daisy Belle	Pier
146	Harris, Mary	Wessingt
32	Hatfield, Esto	Hur
31	Hayenga, Vera F.	Melha
33	Hill, Thelma Marie	Woonsock
102	Hogan, John	Hur
34	Holton, Kieth H.	Hur
123	Hopkins, Lyle	Hur
35	Hundling, Carol	Huro
103	Johnston, Laura	Faulkto
142	Johnson, Retta Mahala	Pierpo
104	Karlman, Florence	Willow Lak
36	Kindley, Freda Marguerite	Ped
37	Kirk, Beth	Huro
38	Knutson, Christina J.	Winfre
105	Lanam, Mervin Ottis	Scotlan
129	Lancaster, Hazel	Dall
39	Launspach, John A.	Huro
124	Lee, Vera	Huro
40	Light, Mary E.	Huro
106	Loftus, Madeline	Gettysbur
41	Lyon, Dora	Huro
42	Lyon, Esther D.	Huro
43	Mackey, Warren B.	Plankinto
107	Mann, Gladys	Huro
44	Marks, Marian Gladys	Tynda
45	Martin, Maud	Rochester, Min
46	Martsfeld, Lena J.	Ottumw
47	Mason, Margaret M.	Huro
108	Matson, Carrie B.	Huro
48	Mauch, Margaret E.	Hetlan
109	May, Gertrude	Lan
125	Melum, Caroline	Huro
126	Melum, Louise	Huro
110	Melum, Margaret	Huro
49	Meyer, Alice	Cavou
127	Meyers, Margaret E.	Huro
111	Meyer, Minnie H.	Willow Lak
112	Middaugh, Orra	Huro
50	Miller, Ada M.	Madison, Wi
51	Morrissey, Zazel	Huro
52	Munger, Lola	DeSme
53	McEachran, Frances	Winne
54	McEwen, Mildred	Huro
55	McGinty, Ethel	Huro
130	McIlvaine, Evelyn	Huro
113	McKay, Opal	Osceol

114	McVay, Maude	St. Lawrence
115	O'Halloran, Marcella	Broadland
57	O'Neal, Lizzie May	Wessington
135	Palmer, May	Huron
58	Pasek, J. Edwin	Bristow, Neb.
148	Perry, Bessie May	Highmore
153	Perry, Leona	Highmore
59	Phillips, Ethel	Huron
60	Preston, Grant	Hitchcock
61	Preston, Helen Grace	Hitchcock
62	Provost, Beth	Springfield
63	Rhodes, Neva	Ree Heights
147	Ridenour, Nedra	Huron
132	Rider, Verna	Roslyn
134	Rieger, Adam	Huron
65	Ritchey, Alice	Huron
64	Ritchey, Anna	Huron
133	Rogers, Adaline	Conde
143	Rusch, Amanda	Osceola
66	Russell, Julia	Huron
137	Schaller, Gladys	Huron
67	Schonfeld, Kathryn	Wessington Springs
68	Schonfeld, Mary E.	Wessington Springs
131	Schroeder, Myrtle	Wessington Springs
69	Sechler, Alpha	Huron
70	Senechal, Melita	Ft. Pierre
115	Sheets, Etta M.	DeSmet
71	Sievers, Frances	Huron
72	Sievers, Irma	Huron
73	Seivers, Louella	Huron
74	Starr, Ella	Osage, Iowa
116	Sundervold, Mabel D.	Carpenter
117	Swearingen, Edgar	Huron
75	Thompson, Charlotte M.	Cooper
145	Todd, Dorothy	Huron
76	Treat, Julia	Springfield
77	Tryon, Clara	Ree Heights
78	Updegraft, Wilma	Huron
118	Utterback, Christine	Huron
79	Utterback, William Emil	Huron
119	Vance, George E.	Huron
80	Van Brunt, Klimene	St. Lawrence
81	Vandervoort, Gertrude	Decatur, Indiana
82	Wallace, Florence	Huron
83	Wallace, Mabel	Huron
84	Willits, Charles O.	Huron
85	Winkler, Irene E.	Rapid City
86	Womacks, Mildred	Huron
87	Wright, Maude (153)	Ottumwa

SUMMARY OF STUDENT REGISTRATION FOR TWENTY YEARS

Continued on following page

Departments	1898 1899	1899 1900	1900 1901	1901 1902	1902 1903	1903 1904	1904 1905	1905 1906	1906 1907	1907 1908	1908 1909	1909 1910	1910 1911	1911 1912	1912 1913	1913 1914	1914 1915	1915 1916	1916 1917	1917 1918
College..	4	8	10	12	16	15	24	30	24	40	54	47	69	74	75	90	112	127	138	112
Academy	38	42	53	44	57	56	43	38	44	90	93	91	78	64	63	55	69	74	56	44
Normal.	23	29	17	42	41	49	34	40	34	34	22	18	*	*	*	*	*	*	*	*
Business.	41	39	42	57	75	59	66	73	56	85	102	115	98	32	49	64	38	67	24	39
Music...	42	42	37	44	46	69	54	54	71	102	105	72	179	93	69	66	115	116	133	149
Art.....	....	....	....	....	....	....	19	10	....	....	....	....	23	....	....	....	....	....	...	....
Elocution	....	....	63	37	....	12	....	7	....	....	25	11	19	114	....	....	....	....	...	....
Night School	....	....	....	14	....	....	....	....	....	....	....	....	....	....	....	....	....	....	...	....
Summer School	....	....	....	67	72	64	72	100	88	138	152	160	185	228	194	196	205	205	183	151
Less Duplicates	12	4	53	60	41	31	27	19	35	74	87	75	137	121	62	73	86	117	91	103
Net Total	136	156	169	257	266	293	290	333	282	415	466	436	488	484	388	398	453	472	443	392

*All Normal students are classified with their respective classes in the Academy and the College Departments

SUMMARY OF STUDENT REGISTRATION FOR SECOND DECADE

Continued from previous page

Departments	1918 1919	1919 1920
College...	136	121
Academy	38	53
Normal...	*	*
Business.	105	46
Music.....	131	185
Art........	....	....
Elocution	....	....
Night School	....	....
Summer School	96	153
Less Duplicates	150	156
Net Total	356	402

*All Normal students are classified with their respective classes in the Academy and the College Departments

Summary for 1919-1920

COLLEGE

Seniors	21		
Juniors	19		
Sophomores	21		
Freshmen	60	121	

ACADEMY

Fourth Year	17		
Third Year	6		
Second Year	9		
First Year	21	53	

NORMAL

All Normal students are classified with their respective classes in the Academy and the College departments.

BUSINESS

Accounting	27		
Shorthand	19		
Typewriting	39		
Less Duplicates	39	46	

MUSIC

Piano	93		
Violin	37		
Voice	42		
Theoretical Subjects	41		
Normal Piano	7		
Expression	20		
Public School Music	4		
Pipe Organ	3		
Violin, Children's Class	18		
Less Duplicates	78	187	
Grand Total			40
Less Duplicates			10
Net Enrollment Sept., 1919, to June, 1920			30

SUMMER SCHOOL OF 1919

Total Registrations		153	
Less duplicates counted in preceding departments		52	10
NET TOTAL for the year			40

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Annual Catalogue

Huron College

Huron, South Dakota

1920-21

JUNE 1921

CATALOGUE EDITION OF HURON COLLEGE BULLETIN

ANNOUNCEMENTS FOR
1921-1922

Huron College Bulletin

PUBLISHED TWO TIMES EACH MONTH BY HURON COLLEGE

VOL. XXI—No. 1 *HURON, SOUTH DAKOTA* JUNE 1, 1921

Entered as second class matter April 8,'11 at the post office at Huron, S. D., under act of July 16,'94

Communications with regard to gifts or endowments, or requests for information may be addressed to Huron College, Huron, South Dakota, (Mr. John I. Pasek, Treasurer and Business Manager). Checks or Drafts should be made payable to the order of "Huron College."

Corporate name: "Huron College." **Form of bequest:** "I give, devise and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College____

(If real estate is to be conveyed, a full and legal description of property should be here given.)

Annual
Catalogue Edition

June, 1921

Announcements for 1921-22

THE PURPOSE OF THIS BULLETIN IS TO SERVE AS A MEDIUM OF COMMUNICATION BETWEEN THE STUDENTS AND FRIENDS OF THE COLLEGE AND TO PUBLISH MATTERS OF INTEREST IN CONNECTION WITH THE INSTITUTION

College Calendar

1921

July

23.	Saturday	*Summer School Closes*

September

19-20.	Monday, 10:00 a. m. to Tuesday, 4:00 p. m	*Registration of Students*
21.	Wednesday	*First Semester Begins*
	8:00 a. m	*Registration Continued*
	2:00 p. m	*Opening Exercises in Chapel*
22.	Thursday, 8:00 a. m	*Regular Class Exercises Begin*

November

24.	Thursday	*Thanksgiving Day Recess*

December

22.	Thursday, 4:30 p. m.	*Christmas Holidays Begin*

—1922—

January

4.	Wednesday, 8:00 a. m.	*Class Exercises Resume*
13.	Friday	*F. H. Kent Contest in Oratory*

February

1.	Wednesday	*Mid-year Examinations Begin*
4.	Saturday	*Mid-year Examinations Close*
4.	Saturday, 4:30 p. m	*End of First Semester*
7.	Tuesday	*Second Semester Begins*

College Calendar

Continued

April

6	Thursday, 4:30 p. m.	*Spring Vacation Begins*
13.	Thursday, 8:00 a. m.	*Class Exercises Resume*
13.	Thursday	*Annual Election of Officers of Students' Association*

May

5.	Friday	*The Smith Extemporaneous Speaking Contest*
5.	Friday	*Louis K. McClymonds Scholarship Examination*
19.	Friday	*The Thomas Maynard Declamation Contest*
30.	Tuesday	*Memorial Day*
31.	Wednesday, 4:00 p. m	*Senior Vacation Begins*

June

8.	Thursday	*Final Examinations Begin*
9.	Friday	*Chas. E. DeLand Senior Prize Medal Contest in Oratory*
11.	Sunday, 10:30 a. m	*The Baccalaureate Sermon*
	8:00 p. m	*The Y. M. C. A. Address*
12.	Monday	*Final Examinations Close*
12.	Monday, 8:30 p. m	*School of Music Recital*
13.	Tuesday, 8:30 p. m	*Senior Class Play*
14.	Wednesday, 10:00 a. m	*Annual Meeting of Board of Trustees*
	8:30 p. m	*Academy and Commercial Graduation Exercises*
15.	Thursday, 10:30 a. m	*Thirty-third Annual Commencement*
20.	Tuesday, 10:00 a. m	*Summer School Opens*

July

29	Saturday	*Summer School Closes*

College Calendar for 1921-22

1921 SEPTEMBER 1921

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1921 OCTOBER 1921

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1921 NOVEMBER 1921

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1921 DECEMBER 1921

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1922 JANUARY 1922

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1922 FEBRUARY 1922

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

1922 MARCH 1922

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1922 APRIL 1922

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1922 MAY 1922

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1922 JUNE 1922

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1922 JULY 1922

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1922 AUGUST 1922

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	3	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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MR. J. I. PASEK,	*Treasurer*

EXECUTIVE COMMITTEE

MR. A. K. GARDNER,	*Chairman*
REV. H. P. CARSON,	*Secretary*

MR. COE I. CRAWFORD
MR. G. W. WRIGHT
MR. L. H. PIER
MR. T. J. HARVEY
MR. F. R. BRUMWELL
MRS. J. L. PYLE
MR. GEORGE C. FULLENWEIDER

Faculty

(For 1920-21)

COLLEGE

** HARRY MOREHOUSE GAGE, A. M., LL. D.
President, Philosophy

HOMER A. HILL, A. M.
Dean, Biology

* ELISABETH REID, Ph. B.
English

WILLIAM L. NOTESTEIN, A. M., D. D.
Greek, Latin

ELLA McINTIRE, B. L. S.
Librarian

FREDERIC B. OXTOBY, A. M., B. D., D. D.
Biblical Literature and Interpretation

LOUISE FRENCH, A. M.
Latin

HAROLD G. LAWRANCE, A. M.
Psychology and Education

DAVID R. McGREW, A. B.
English, Public Speaking

RALPH D. DONER, A. M.
Mathematics, Physics

V. O. PETERSON, A. M.
Chemistry

PAUL E. JACOB, Licencie'
French, History

RACHAEL ALEXANDER
Spanish

EDWIN ANDERS, A. M.
Economics

BESSIE HATCH, A. B.
Physical Training for Women, Public Speaking

JOSEPH B. ROYSE, A. B.
Physical Training for Men, Y.M.C.A. Sec'y

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*On leave of absence

**Resigned August 30, 1920 but did not sever his connections with the institution until three months later.

ACADEMY

EDWIN ANDERS, A. M.
Bookkeeping, and other Commercial Subjects
MILDRED BELLE KIES
Shorthand, Typewriting
GERTRUDE MAY, B. S.
Mathematics, Science
MARY BELL, A. B.
Latin
ELISABETH PURVES, A. B.
Assistant Librarian, Latin
MRS. HAROLD G. LAWRANCE, A. B.
English
RACHAEL ALEXANDER
French
JOSEPH B. ROYSE, A. B.
Physical Training, Academy Instructor

SCHOOL OF MUSIC

HERBERT M. BAILEY
Director, Voice
FERN MACLEAN-OVIATT, B. MUS.
Piano, Organ
GRACE B. FINLEY
Piano, Normal Training
LUCY MAY CANNON, A. B.
Violin, Public School Music, Musical History
BESSIE HATCH, A. B.
Expression
LENORA PIER, B.S.
Voice, Basketry
MRS. J. B. ROYSE
Piano

ADMINISTRATIVE OFFICERS

HARRY MOREHOUSE GAGE
President

HOMER A. HILL
Dean

MARY BELL, A. B.
Dean of Women

JOHN I. PASEK
Treasurer and Business Manager

LILLIAN LONGSTAFF
Office Secretary and Registrar

ELSIE McMILLAN
Bookkeeper and Office Stenographer

HAROLD G. LAWRANCE
Director of the Summer School

DAVID R. McGREW
Secretary of the Faculty

MARY E. SCRUBY
Matron of Elizabeth R. Voorhees Dormitory

OTHER REGULAR EMPLOYEES

GEORGE W. GRATTAN
Manager Printing Department

JAMES N. CHALLACOMBE
Engineer Heating and Lighting Plant

HARRY A. SUNDAY
Janitor Ralph Voorhees Hall

STANDING COMMITTEES OF THE FACULTY

For 1920-1921

Administration
Hill, Reid, Notestein, McIntire, Lawrance, Bell, McGrew

Absence
Hill, Bell

Athletics and Gymnasium
Hill, Royse, Hatch, Doner, Jacob

Courses
McIntire, Longstaff, Lawrance, Bailey, French, Peterson

Curriculum
Notestein, Reid, Lawrance, McIntire, Oxtoby, Peterson

Library and Literary Work
Notestein, Reid, McIntire, Oxtoby, Peterson

Public Entertainments, Social Functions
Bell, Oxtoby, Cannon, Hatch, Doner

Scholarships and Student Aid
Gage, Reid

Student Publications
McGrew, McIntire, Jacob

Catalogue
Notestein, Bailey, Longstaff, French

Appointment
Lawrance, Hill

Religous Life and Work
Oxtoby, Bell, Royse

Historical Statement

THE College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson, to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Findley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President. For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town, for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

On December 4th, 1905, the down-town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was completed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings, giving the College a splendid property, free of debt, with which to face a great opportunity.

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees, followed with conditional offers or gifts. On May 25th, 1911, The General Education Board, of New York City, offered to give $100,000 on

condition that the total endowment should be made $500,000. On November 11, 1911, the half-million-dollar subscription was completed. The $500,000 Endowment was actually realized on July 31, 1916, and the funds invested in farm mortgages. Since that time the Endowment Fund has increased to $580,000.

Presidents of Pierre University and Huron College

Rev. Thomas M. Findley (Pierre)	1883-1884
William M. Blackburn, D. D. (Pierre)	1884-1898
Calvin H. French, D. D. LL. D. (Huron)	1898-1913
Rev. Harry Morehouse Gage, A. M., LL. D. (Huron)	1913-1920

Chronology

April 26, 1883	Articles of Incorporation were adopted by the Dakota Presbytery during the spring meeting held at Huron, South Dakota.
July 6, 1883	This institution began as "The Presbyterian University of Southern Dakota" and was incorporated under that name July 6, 1883, by the Presbytery of Southern Dakota, which then included all that part of Dakota Territory south of the 46th parallel of North Latitude. The Articles of Incorporation were adopted on April 26, 1883, by the Presbytery during the spring meeting held at Huron, South Dakota.
Sept. 26, 1883	The institution opened September 26, 1883, in Pierre, South Dakota, in a frame building which had just been completed for that purpose. Rev. Thomas M. Findley was president.
Oct. 11, 1884	The Synod of South Dakota accepted the institution from the Presbytery and incorporated it as "Pierre University."
Oct. 10, 1885	Rev. Wm. M. Blackburn, D. D., LL. D., was inaugurated president.
June 1, 1887	Frank A. Farrar, **first college graduate**, was graduated with the degree of A. B.
June 2, 1898	Pierre University and Scotland Academy were merged into Huron College and located at Huron, South Dakota.
June 24, 1898	The resignation of Rev. Wm. M. Blackburn, D. D., LL. D., as president was accepted and Rev. Calvin H. French was elected president.
Sept. 20, 1898	First term of school opened at the new location—Huron, South Dakota.

Dec. 29, 1898	Death of Dr. Blackburn at his home in Pierre, South Dakota.
1902	Campus of four blocks was offered by the Western Town Lot Company.
Jan. 22, 1903	Mr. Ralph Voorhees assigned to Huron College certain mortgage and other securities valued at $25,000.
Oct. 14, 1903	The name of the corporation was changed from "The Synod of South Dakota" to "Huron College."
1903	Ladies' College Association of Huron pledged $5,000 towards the construction of a girls' dormitory.
December, 1903	Mr. Voorhees offered $15,000 towards the completion of the new dormitory, which was named the Elizabeth R. Voorhees Dormitory for Girls.
Oct. 8, 1904	The Elizabeth R. Voorhees Dormitory for Girls, the first building erected on the new campus, was dedicated.
Feb. 7, 1905	Campus of four city blocks was deeded to Huron College by the Western Town Lot Company.
Nov. 7, 1905	The Trustees formally accepted Mr. Voorhees' offer of $100,000 towards the construction of a new central building.
Dec. 4, 1905	The down-town building sold. (This building was originally built for a hotel in 1888 and later (1898) was bought by the citizens of Huron and given to the Trustees of the College.)
June 7, 1906	Laying of the corner stone of Ralph Voorhees Hall, the new central building.
Feb. 15, 1907	College work was transferred to the Ralph Voorhees Hall from the down-town rented rooms.
Oct. 5, 1907	Ralph Voorhees Hall, the new central building, was dedicated.
July 8, 1909	$15,000 was received from Dr. D. K. Pearsons as the beginning of a permanent endowment.
Nov. 11, 1909	James J. Hill pledged $50,000 towards an Endowment Fund of $250,000.
Mar. 25, 1911	Huron campaign for $50,000 towards an Endowment Fund of $500,000 was closed.
May 25, 1911	General Education Board pledged $100,000 towards an Endowment Fund of $500,000.
Nov. 11, 1911	Campaign for an Endowment Fund of $500,000 was closed successfully.
Sept. 30, 1913	Inauguration of Harry Morehouse Gage as President of the College.
July 31, 1916	Collection of the $500,000 Endowment Fund completed.
Dec. 4, 1916	Oliver Memorial Fund of $15,000 received.

Grounds, Buildings and Equipment

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercial work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors and the attic floor above, there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total capacity of two hundred and eighty-five horsepower. A hundred horse-power engine with a fifty kilowat, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group, and it is complete and modern in every respect.

THE LIBRARY

The library of Huron College occupies the two northeast rooms on the main floor of Ralph Voorhees Hall, with an additional basement stackroom just below the old stackroom and a storeroom on the third floor. The larger room on the main floor is used as a reading room and contains the reference books, current magazines, and newspapers. The new basement room relieves the overcrowded stackroom but it is not a convenient or satisfactory arrangement.

At the close of the year September 1920 the library contained 11,149 volumes, catalogued and ready for use. Besides these bound volumes there are several hundred pamphlets and unbound magazines. Gifts of two or more volumes were received from the following friends of the college: Mr. E. E. Hager, Mr. J. N. Challacombe, Miss Elisabeth Reid, Prof. B. B. Reed, and Dr. A. T. Evans.

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas, and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is equipped with specially made oak tables, each student's place being provided with gas and electricity. Much new apparatus has been added in recent years, and a thorough laboratory training is given with each course offered.

Biology—Much advanced work has been done in this department during the past year. New equipment has been added, enabling us to offer excellent work in this department.

MUSIC ROOMS

Twelve rooms at the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage, and, by means of the freight elevator, pianos on any floor are quite accessible for use in recitals or other public programs. Seventeen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gymnasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located, and a fair amount of gymnasium equipment is available.

A NEW PROPOSED GYMNASIUM BUILDING

The plans and specifications for the new gymnasium building are completed and the Trustees propose to have the construction of the building started as soon as it is practical. This is to be a large, commodious, and up-to-date gymnasium with all modern equipment. The building will cost approximately $125,000 and almost half this amount is now subscribed.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred other chairs when they may be needed. The woodwork here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and convenient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

THE COLLEGE PRESS

A complete job printing plant occupies the two south rooms on the ground floor of the Voorhees Hall. The plant was installed in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. A large amount of work is done, including The Huron Alphomega, the College Bulletin, many blanks and much miscellaneous printing. The work is in charge of a competent printer, who is assisted by students. From three or four to a dozen students are employed most of the time, according to the amount of work to be done. Boys and girls, with some knowledge of printing, and others who are willing to learn can earn considerable money, as assistants in this department.

General Information

The City of Huron—Huron offers many advantages as a college community. It is located near the center of the eastern half of the state, and according to the last census within a very few miles of the center of population. It has a population of about ten thousand and is rapidly growing. It is the division headquarters for the Dakota division of the Chicago and Northwestern Railway System. Division offices, large shops, a round house, and extensive freight yards are located here. Four lines of this railway radiate north, south, east and west from Huron, giving easy access to every part of the state. One of these lines has recently been extended two hundred miles to the westward into the Black Hills region, thus giving access to Huron from the entire western half of the state.

One line of the Great Northern Railway with connections to St. Paul and Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trade with the surrounding country and the smaller towns.

Organization and Government—The College is under the management of the Presbyterian Synod of South Dakota. The Synod elects the Trustees, who are divided into three classes which serve three years each. Two-thirds of them must be members of the Presbyterian church. This Board of Trustees appoints the Faculty and administers the affairs of the school. They meet statedly three times a year, and at other times on the call of the President of the Board. In the interval, an executive committee has charge of all college affairs.

Not a Sectarian College—The College is Presbyterian, but not sectarian. There is no teaching of denominational doctrine and no effort to influence students in behalf of the Presbyterian church rather than any other church which they or their friends may prefer. In its own locality the College receives sympathy and help from people of all denominations and from many of none. It opens its doors freely to all, asking only that they come with an earnest desire to learn and serve the truth.

Educational Standards—Huron College, considered as distinct from high schools and training schools on the one hand and graduate schools and professional schools on the other, aims to fulfill the essential functions of a college of liberal

arts. The mission of the College, aside from character building, for which definite provision is made, is intellectual. Graduates of Huron should be capable of the rational use of experience. They should have a grasp of the principles underlying the professions and the various phases of human relations.

The College strives to keep in touch with the best educational thought of the day and to associate itself with recognized leaders in the field of education. In January, 1915, Huron became a member of the newly organized Association of American Colleges, which promises to become a strong and good influence among colleges generally. In March, 1915, it was admitted to membership in the North Central Association of High Schools and Colleges. This endorsement by an association so widely known as the North Central will be highly valued by the friends and patrons of the College. It is a just recognition of the ideals and standards maintained by the institution.

The Academy and the School of Music are maintained primarily for the direct services which they are able to render to students enrolled in regular college courses and to those who are preparing for such courses. Furthermore, these schools are of service to the people of South Dakota by providing some training and education for many young people who cannot take a college course.

Normal courses leading to a State Certificate and a Life Diploma are provided for those who wish to teach. These are so correlated with the regular courses that the work can be credited toward graduation from College or Academy.

Bequests—A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College..."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment, that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

The College Board—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904. Later it became the College Board of the Presbyterian Church. In 1918 a union of the Board of Education and the College Board was effected, the new board being the General Board of Education, with offices in New York City. The College Department of the General Board aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amounts for current expenses and large sums for endowments will be sought.

Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it. The College can not promise to obtain work for all needy students, but all the assistance possible will gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year. From four to six students with knowledge of printing or who are willing to learn and work steadily can earn considerable money in the College Printing Department. Students are paid by the hour, according to their ability.

STUDENT ORGANIZATIONS

Young Men's Christian Association—The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every week, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

The Association has expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of the Ralph Voorhees Hall. The use of this room has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A creditable representation has gone each year both to the summer conference and to the state convention.

Young Women's Christian Association—This Association works along lines similar to those followed by the Y. M. C. A. It is a center for much of the social life of the College. Its earnest religious purpose is never subordinated, however, to social interests. There are classes for Bible and Mission Study. Regular devotional meetings are held. There are occasional union meetings with the Y. M. C. A. Delegates are sent each year to the national conference and to the territorial convention. An earnest spiritual purpose characterizes the association and its influence stimulates and strengthens the religious life of the students.

Students' Association—This is a formal organization of the student body

including every student regularly enrolled in any department of the institution. Its object is to find convenient and effective methods by which all proper student enterprises and activities may be promoted and all improper influences and activities eliminated. Incidentally it furnishes some excellent opportunities for students and Faculty to co-operate in such efforts.

Literary Societies—Four literary societies, conducted by students, under the general supervision of the Faculty, are in successful operation. In the Collegiate Department these are: the Philomathean, the Evlalean, and the Boethean; and in the Academy: the Lambda Sigma.

College Paper—Since 1909 the College paper, "The Huron Alphomega," has been published as a weekly instead of a monthly. It gives a valuable business and literary training to the students who act as managers and editors and stands out as a true exponent of college life and as an interesting medium of communication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered annually by the friend whose name it bears. This prize is awarded to the winner of first place in a local contest in oratory. In addition, the Students' Association offers a prize of fifteen dollars to the winner of second place in the contest.

The Charles E. DeLand Prize Medal In Oratory—Mr. Charles E. DeLand, of Pierre, South Dakota, during 1912 gave $500 as the endowment of a prize medal to be known as the DeLand Prize Medal in Oratory. The income of this endowment is to be used annually in providing the medal to be awarded to the winner of this contest.

The Smith Trophy in Extemporaneous Speaking—Mr. W. C. Smith, of Huron, has given a cup as a prize for an extemporaneous speaking contest. The cup will remain permanently in the College, the winner's name being engraved on the cup each year. All students in the College department will be eligible for this contest.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibbs Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

The D. K. Scruby Prize—Mr. D. K. Scruby, H. C. 1914, awards annually a Pi Kappa Delta pin to the persons making first place in the boys' and girls' debating teams.

THE OLIVER LECTURES

This course of lectures was established by Mrs. Harriet N. Oliver in memory of her husband, Mr. J. S. Oliver, long a resident of Huron and one of the oldest and best friends of the College. This course provided for two lectures to be given each year from 1911 to 1916 before the student body and the general public, the subject to be selected within the field of Economics. The course is known as "The Oliver Lectures," and is supported by a permanent endowment fund known as "The Oliver Memorial Endowment Fund."

The following men have served as Oliver Lecturers: In 1911, Hon. Coe I. Crawford and Judge A. E. Taylor; in 1912, Calvin H. French, D. D.; in 1913, Wallace Notestein, Ph. D.; in 1914, Horace Wayland Tilden, A. M., D. D.; in 1915, President C. C. O'Harra, Ph. D.; in 1916, Prof. G. L. Robinson, Ph. D.

Scholarships

The purpose of all scholarships is to aid and honor needy and worthy students who are able to meet the requirements of good scholarship, high personal character, exemplary conduct and habits of economy in the use of both time and money.

A full scholarship is one hundred dollars a year. The amount assigned to any one student will depend on the need and the merit of the applicant and on the amount of funds at the disposal of the Scholarship Committee.

It is the policy of the Scholarship Committee not to assign scholarships to students who are conditioned in any subject.

A scholarship may be withdrawn because of a failure or condition in any subject. When a scholarship has been withdrawn in this way, it may be renewed after the lapse of one semester, provided that former deficiencies have been made good and no new ones incurred.

In awarding scholarships preference is given to regular candidates for a degree, and to those who expect to complete their course in Huron College.

Applications for scholarships must be made on blank forms provided by the Scholarship Committee.

Students of the College should make out their applications for scholarships in June and December of each year. Prospective students should apply as early as possible, and their applications should be accompanied by the testimonials indicated in the blank forms.

Communications concerning scholarships should be addressed to the President.

The following scholarships have already been established:

The Horace B. Silliman Scholarships, five in number, were established in 1906 by the Hon. Horace B. Silliman, LL. D., of Cohoes, N. Y. Dr. Silliman gave $5,000 for the endowment of these scholarships, believing, as he said, "that this will be for the advancement of Christian education." These scholarships will be awarded to deserving young men by vote of the Faculty on recommendation of the Committee on Scholarships.

The J. Calvin Ely Scholarships, two in number, were established by Rev. J. Calvin Ely, D. D., of Morgantown, West Virginia. They are maintained by two endowments of $500 each made in 1906 and in 1913 respectively. In awarding these scholarships preference is given to young men who are studying for the Christian ministry.

The Louis K. McClymonds Scholarships were established in 1910 and are maintained by an annual gift of $620. This amount, after providing for the necessary expenses, is divided into portions of $100 each and awarded to six young men who give evidence of fitness to enter the freshman class of Huron College and who in addition give evidence of personal worth and ability to make good use of scholarship aid. Candidates for these scholarships must be graduates of the current year from four-year courses and they must be prepared to meet the requirements for admission to the Freshman class as stated on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School. The six scholarships will be awarded to boys only.

The George W. Abell Scholarship was established in 1912 and is to be known as "a memorial to George W. Abell from his wife and daughters." This scholarship is maintained by an endowment of $1,000.

The Maria Blossom Scholarship, established in 1912, is endowed by a bequest of $1,000 from the estate of Mrs. Maria Blossom, of Rochester, N. Y.

Scholarship Foundation in Music—A friend from Philadelphia, in October of 1918, established in the School of Music a scholarship to be awarded by the Scholarship Committee of the College on recommendation of the Director of the School of Music. The Scholarship pays to the holder $200. Reports on the standing and progress of scholars are made at the close of each year by the President of the College and the Director of the School of Music to the donor. Scholars are also required to report on their year's work. The purpose of the Scholarship is to encourage and assist promising and worthy young men and women in the cultivation of their musical ability.

Bible Teachers' Training School Fellowship—During the year 1918-19 the Faculty of the College accepted a fellowship in the School of Theology of the Bible Teachers' Training School, New York City. This fellowship is awarded each year upon recommendation of the Faculty of Huron College to a member of the graduating class or to a graduate of not more than five years' standing whose purpose it is to devote his life to Christian service. Selection of a fellow is made on the basis of creditable scholarship, strength of character, personality, evidence of growing ability, and limitation of financial resources. The fellowship provides board, room, and tuition and $50 for incidental expenses. It may be held during a full course of three years. The terms of the fellowship require the incumbent to reside at the school, to maintain a satisfactory standing and scholarship, and to engage in a limited amount of active Christian service under the direction of the School's Practical Work Department.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, Redfield

College, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in the granting of free or half tuition scholarships to graduates from the High Schools and the eighth grade of the county schools:

1. Two scholarships will be awarded to every four year high school or academy of the state, one being available for the highest rank young man and the other for the highest rank young lady.

2. Honor graduates from unaccredited high schools will be asked to take the entrance examinations at the institution they elect.

3. Only one scholarship each year will be awarded to any High School of less than four years or to the graduating class of the eighth grade of county schools.

4. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade class of county schools. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.

5. Holder of the scholarship must maintain an average of at least 80 per cent during the first semester of the Freshman year in college; otherwise the scholarship will not be given for the second semester.

6. These scholarships can not be transferred, and they become void one year after the date of graduation.

7. To graduates from four-year High School courses these scholarships will convey full tuition for one year in courses of collegiate rank. To graduates from High School courses of less than four years or from eighth grade classes of county schools they will convey one-half tuition for one year in the academy only.

8. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges, who for the present year is Prof. H. G. Lawrance, Huron, South Dakota.

Expenses

TUITION

Regular Tuition—In the College, tuition is $100 per year, or $50 for one semester. This includes the usual incidental and library fees, which amount

to from $10 to $20 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $35 per semester. These fees do not include laboratory or other special fees.

Half Tuition—Ministers' children, or students preparing for the ministry and pursuing regular college or academy courses, will, if it is desired, be given a reduction of one-half on tuition in those courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than a semester may be paid at the rate of $4 per week, provided that the charge made for any period shall not be less than $5. Tuition in the Academy and the Commercial-Academic Departments for a shorter period than a semester may be paid at the rate of $3 per week, provided that the charge made for any period shall not be less than $5.

Tuition for Single Courses—Students registering for a single course will pay one half the regular tuition.

Refunds—The expenses of the College are not reduced when a student leaves school before the end of the semester. For this reason, refunds of tuition and other fees can be allowed only to a very limited extent. On payments made by the semester, refunds can be made only in accordance with the preceding paragraph on tuition for fractional semesters. On payments made in advance for the entire year, in case the student leaves the school before the end of the year, the money paid will be applied on the bills as computed by the semester. Should there be any balance remaining after paying the fees as thus computed, it will be refunded.

ROOM, HEAT, AND LIGHT

Rooms in Voorhees Dormitory—Young women from out of town are expected to obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dresser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $10 per semester, young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Under special circumstances, young women are allowed to obtain board and room in private families, but only at such places as are approved by the Faculty. For instance, permission to room outside of the dormitory is given to young women who for good reasons wish to live with relatives and to those who wish to work for board and room. In all cases, those wishing to room outside of the dormitory, must make arrangements with the President and the Dean of Women before engaging rooms. The College keeps on file a selected list of people who wish college girls to live with them and to work for board and room. This list may be obtained by applying to the Office Secretary.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $4 to $7.00 per week. Furnished rooms, without board, including laundry for bed and toilet, cost from $1.25 cents to $4 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in securing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester, a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will be made in case the student fails to register unless the treasurer of the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent a combined fee of $25 per semester.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than a semester may pay for room, heat and light at the rate of $2 per week, provided that the smallest charge made for any period shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students' Association Fee—Each student shall pay to the treasurer of the College a fee of five dollars per semester, or ten dollars per year, to constitute a special fund for student enterprises, except as hereinafter provided. Students who enroll after the third month of a semester shall pay a fee of one dollar for the remainder of said semester. Students not rooming in the dormitory who enroll for a special course of one or two hours per week only, may, if they do not desire to take advantage of the special privileges provided for under this Association, pay a contingent fee of one dollar per semester in lieu of the regular fee. Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of the regular fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contests and intercollegiate debates, and (3) to all athletic games and contests of the College, not including the State High School Basketball Tournament and the State Meet when held at Huron.

Student enterprises shall be under the direction of three members of the Faculty; one to have supervision over athletics, one to have supervision over the College paper, and one to have supervision over other student enterprises.

These members shall be elected by the Faculty. No debts shall be contracted for any of these enterprises without the consent of the supervising member.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

General Chemistry	$6.00 per semester
Analytic Chemistry	7.00 per semester
Organic Chemistry	8.00 per semester
Physics (College)	4.00 per semester
Physics (Academy)	2.00 per semester
Biology (all courses in College)	4.00 per semester
Biology (Academy)	1.00 per semester

Typewriting—All students taking Typewriting will pay in addition to the regular tuiton a typewriter rental fee of $5 per semester.

Special Examinations—A fee of fifty cents will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of the second semester, provided such students have been in attendance during the preceding semester.

Diplomas—The fees for diplomas are as follows:

For College degrees	$5.00
For diplomas from other departments	3.00
Certificates of Graduation	2.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past year board has been $5.00 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

Note:—For further information about the fees in the special departments, see the Index.

SUMMARY OF EXPENSES

Tuition:—	First Semester	Second Semester	Year's Exp.
College	$50.00	$50.00	$100.00
Academy	35.00	35.00	
Room, Heat and Light, in Voorhees Dormitory	25.00	25.00	50.00
Table board, about $5.00 per week, 36 weeks			180.00
Laundry and other expenses, estimated			20.00
Books, from $7 to $18			15.00
Students' Association Fee			10.00
Total			$375.00

Tuition in Other Departments:—			Year's Tuition
Accounting or Stenography	$35.00	$35.00	$70.00
Music—Piano, Violin, or Voice:—			
One lesson per week	$18.00 to	$27.00	per semester
Two lessons per week	30.00 to	45.00	per semester

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to do this, parents or students should write in advance to the President or the Treasurer concerning arrangements.

General Requirements

Type of Students Desired—Only students with an earnest purpose are desired. For such, few regulations are necessary. The main purpose for which any student should come to college is the prosecution of his work and the enjoyment of the advantages afforded by the institution. If any student manifests a persistent lack of interest in his work, and by continued failure wastes his own time and that of his instructors, or if in the judgment of the College authorities his general course of conduct brings discredit upon the institution, the College reserves the right to dismiss such student without stating any more specific cause.

Chapel—All students are required to attend at least four-fifths of the daily chapel exercises. Those whose religious beliefs prevent them from participating in these exercises will be excused.

Church—On Sabbath all students are expected to attend at least one service at such church as they or their parents may select.

Matriculation—All students before registering for courses are required to matriculate. In making application for matriculation students pledge themselves, on condition of being admitted to the privileges of the institution, to observe to the best of their ability the rules and regulations of the Trustees and Faculty and to do what they can to promote the interest of the institution.

Conduct of Students—The Faculty of the College have passed certain administrative rules which apply to classification, absences, credits and similar matters. With regard to conduct of students, it is the policy of the Faculty not to pass rules; and with few exceptions this policy has been followed. *Students, when they matriculate, are placed upon their honor.* They are expected to conduct themselves as ladies and gentlemen at all times and in all places, and to respect the rights and privileges of their instructors and fellow students, and to attend faithfully to their work. Without assigning any specific reason, the Faculty may at any time dismiss any student whose conduct in their judgment is detrimental to the welfare of the institution.

Supervision of Women—All young women away from home, whether rooming at the dormitory or not, are under the supervision of the Dean of Women, and are responsible to her for their conduct.

Study Hours—All students are expected to observe such study hours as the Faculty may announce.

Admission to Classes—Admission to classes is by card. No cards entitling students to enter classes will be issued until the student has paid his tuition and other fees or has made arrangements for their payment satisfactory to the Treasurer of the College. No student will be recognized as a member of a class until the proper class card has been filed with the instructor and until the card has been received the student will be marked absent from the beginning of the semester.

Absences—Unexcused absences in excess of a certain number deprive a student of partial or complete credit in any course in which the absences occur. Credits lost because of excused absences may be restored, but only when the

work in arrears has been satisfactorily completed. As a general rule absences because of serious illness are the only excusable absences.

Dropping Courses—No student having once enrolled in a course, shall be permitted to withdraw from such course without written consent from the Faculty Committee on Courses and from the instructor of the course in question. Request to drop a subject must be made within three weeks after beginning work in a subject. Later requests will be granted only in exceptional cases.

Grades, Conditions, Failures—The passing grade in the College Department is 60 per cent, but an average grade of 70 will be required to count for graduation. In the Academy Department the passing grade is 75 per cent, but an average of 80 will be required to count for graduation. A standing between passing grade and 10 per cent. below it constitutes a condition. Conditions incurred in the preceding semester and not removed by examination by the middle of the following semester will be recorded as failures. When a failure is recorded, credit may be secured in the course in which the failure has been incurred only by repeating the course in a following semester. Failures prevent a student from continuing a course in the semester immediately following.

Classification—In determining the classification of a student, advance credits shall be subtracted from conditions; then if he lacks more than half the required credits in any year, he will be classified in the class below.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high schools should bring certified copies of standings in the subjects completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

Limits of Work—No student in the College, without special grant of the Course Committee, shall be permitted to carry less than thirteen nor more than nineteen recitation periods per week.

Participation in Public Affairs—Public affairs include athletic, oratorical, debating, and musical contests. Participation in Public Affairs in connection with any department of the College is always confined to students in good standing. Students who participate in intercollegiate athletic contests must conform to the requirements of the South Dakota Athletic Conference. Participants in other Public Affairs must be actually taking sufficient work to satisfy the minimum number of hours required in the course pursued. Furthermore, the participant must be able to present a record of satisfactory class work. At the middle and end of each semester those who are doing unsatisfactory work in two or more subjects are reported as ineligible for the next half-semester. Unsatisfactory work means work below the passing mark. A student whose average in all studies falls below the passing mark may be placed upon the ineligible list at any time. Students under discipline are ineligible until restored to good standing.

Graduation—No student should be absent from any portion of the Senior year. Students are not admitted as candidates for the bachelor's degree after the beginning of the first semester of the Senior year. At the beginning of the second semester of the Senior year candidates for degrees are required to classify without conditions.

Student Organizations—Before any student organization is completed, its constitution and by-laws must be submitted to the Faculty for approval. Subsequent amendments to a constitution and changes in by-laws must also be submitted to the Faculty.

REQUIREMENTS FOR ADMISSION

College—Graduates of the Academy department are admitted to the Freshman class without conditions.

Graduates from approved high schools who present fifteen units according to the list given below will be admitted to the Freshman class, a unit being a course of study pursued throughout a school year that shall include in the aggregate not less than 120 sixty-minute hours of class work. Students not graduates of approved schools or academies must present sixteen credits for admission, and must be examined according to the requirements of the South Dakota Departmient of Public Instruction.

Graduates of approved high schools may be admitted conditionally on presentation of 14 units.

All conditions must be made up before the end of the Freshman year.

Applicants for admission are requested to use the entrance blank furnished by the College. These blanks may be secured by addressing the President of the College or the Registrar. The blank should be filled out in full, certified by the principal or superintendent, and mailed to the College at least one week before the beginning of the first semester.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended.

Mature students wishing to take a special course may be admitted to such courses as they are prepared to enter.

Attention is called to the statement upon a following page with regard to requirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

Group I. **Required Subjects, Seven Units**

English I, II and IV	3 units
American History and Government	1 unit
Algebra, to Quadratics	1 unit
Plain Geometry	1 unit
Science, one year's work in any of the following	1 unit

(1) Physics
(2) Chemistry
(3) Botany
(4) Zoology (5) Physiography

Group II. **Elective Subjects, Eight Units from the following list.**

Subjects	units
Latin	4
German	4
French	2
English III	1
Ancient History	1
Mediaeval and Modern History	1
English History	1
Physics	1
Chemistry	1
Botany	1
Zoology	1
Physiography	1
Economics	½
Physiology	½
General Science	½
Advanced Algebra	½
Solid Geometry	½
Trigonometry	½
Public Speaking	½ (in four years school only)
Physical Training	1-4 (in four years school only)
Vocal Music	1-4 (in four years school only)
Manual Training	as defined in the high school manual
Domestic Science	as defined in the high school manual
Agriculture	as defined in the high school manual
Commercial Branches	as defined in the high school manual
Pedagogy	as defined in the high school manual

Description of Entrance Courses

FOR ENTRANCE TO THE FRESHMAN CLASS OF THE COLLEGE. STUDENTS MAY PRESENT THE EQUIVALENT OF THE FOLLOWING COURSES:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

As to the number of classics to be read, the minimum is fifteen; for full credit for a three years' course the reading of twenty or more is recommended. The following list is arranged in groups corresponding in degree of difficulty to the several years of the preparatory course. The difference between adjacent groups, however, is not great, and substitution between them is quite allowable. Works not named herein, but similar in character and of no greater difficulty, may, of course, be substituted. Of the fifteen or more classics, one-third should be carefully studied in the classroom; the others should be read wholly or in part outside, although it is sometimes advisable to begin the study in the classroom, to secure the student's interest or to make clear the manner in which the reading is to be done.

For the First Year of Academy or High School: 1. Simpler Poems of Browning. 2. Coleridge's Rime of the Ancient Mariner. 3. Cooper's The Last of the Mohicans. 4. Dickens's A Christmas Carol. 5. Dickens's The Cricket on the Hearth. 6. Hale's The Man Without a Country. 7. Irving's Sketch Book (selections). 8. Longfellow's The Courtship of Miles Standish. 9. Lowell's The Vision of Sir Launfal. 10. Lyell's Travels in North America. 11. Poe's The Raven (and other poems). 12. Scott's Ivanhoe. 13. Scott's The Lady of the Lake. 14. Scott's The Lay of the Last Minstrel. 15. Shakespeare's As You Like It. 16. Stevenson's Inland Voyage and Travels with a Donkey. 17. Stevenson's Treasure Island. 18. Whittier's Snow Bound (and other poems).

For the Second Year of Academy or High School: 1. Addison—Selections from the Spectator; the Sir Roger de Coverly Papers, etc. 2. American public Addresses (simpler examples of American Oratory). 3. Bryant's Thanatopsis (and other poems). 4. Bunyan's Pilgrim's Progress. 5. Burns's The Cotter's Saturday Night (and other simple poems). 6. Byron's Mazeppa (and other poems). 7. Dickens's A Tale of Two Cities. 8. George Eliot's Silas Marner. 9. Early English Ballads (Sir Patrick Spens, Chevy Chase, etc.). 10. Goldsmith's The Deserted Village (and other poems). 11. Goldsmith's The Traveler (and other poems). 12. Goldsmith's The Vicar of Wakefield. 13. Gray's Elegy in a Country Churchyard. 14. Hawthorne's The House of the Seven Gables. 15. Irving's The Tales of a Traveler (selections). 16. Lamb's The Essays of Elia (selections). 17. Lincoln's Speeches (selections). 18. Macaulay's Lays of Ancient Rome. 19. Parkman's The Oregon Trail. 20. Poe's The Gold Bug (and other tales). 21. Pope's The Iliad (selected books). 22. Scott's Kenil-

worth. 23. Scott's Marmion. 24. Scott's The Talisman. 25. Shakespeare's A Midsummer Night's Dream. 26. Shakespeare's The Merchant of Venice. 27. Shakespeare's Much Ado About Nothing. 28. Shakespeare's Romeo and Juliet. 29. Shakespeare's The Tempest. 30. Shakespeare's Twelfth Night. 31. Southy's The Life of Nelson.

For the Third Year of Academy or High School 1. Arnold's Poems (selections). 2. Arnold's Sohrab and Rustum. 3. Bacon's Essays (selections). 4. Browning's Poems (selections, poems more difficult thau those recommended for the First Year work). 5. Browning's (Elizabeth Barrett) Poems (selections). 6. Byron's Chide Harold's Pilgrimage, Cantos I and II. 7. Chaucer's Prologue to the Canterbury Tales. 8. Chaucer's Knight's Tale. 9. Chaucer's Nun's Priest's Tale. 10. Chaucer's Squiere's Tale. 11. Chesterfield's Letters (selections). 12. Cowper's The Task, Books I and II. 13. Curtis's The Public Duty of Educated Men. 14. Defoe's The Journal of the Plague. 15. De Quincey's Joan of Arc and The English Mail Coach. 16. De Quincey's The Flight of a Tartar Tribe. 17. Dryden's Alexander's Feast (and other poems). 18. Dryden's Palamon and Arcite. 19. Emerson's Essays (selections). 20. Emerson's Nature. 21. Franklin's Autobiography. 22. Goldsmith's She Stoops to Conquer. 23. Goldsmith's The Good-Natured Man. 24. Holmes's Poems (selections). 25. Irving's The Alahambra (selections). 26. Irving's The Life of Goldsmith. 27. Job. 28. Keat's The Eve of St. Agnes (and other poems). 29. Lamb's Essays of Elia (selections). 30. Pope's The Rape of the Lock and Epistle to Arbuthnot. 31. Ruskin (selections from works). 32. Ruskin's Sesame and Lilies. 33. Shakespeare's King Henry IV, Part I. 34. Shakespeare's King Henry V. 35. Shakespeare's King John. 36. Shakespeare's Julius Caesar. 37. Shakespeare's Othello. 38. Shelly's Poems (selections). 39. Spencer's The Faerie Queene, Book I. 40. Tennyson's Enoch Arden, The Palace of Art, and other poems. 41. Tennyson's The Idylls of the King. 42. Tennyson's The Princess. 43. Thackeray's The Roundabout Papers (selections). 44. Thoreau's Walden. 45. Wordsworth's Poems (selections from simpler lyrics) 46. Wordsworth's Michael.

For the Fourth Year of Academy or High School 1. Arnold's Culture and Anarchy (selections). 2. Burke's Thoughts on the Present Discontents. 3. Burke's Reflections on the French Revolution (selected passages). 4. Burke's Speech on American Taxation. 5. Burke's Speech on Conciliation with the American Colonies. 6. Carlyle's Essay on Burns. 7. Carlyle's Heroes and Hero Worship (selections). 8. Emerson's The American Scholar. 9. Macaulay's Essay on Addison. 10. Macaulay's Essay on Lord Bacon. 11. Macaulay's Essay on Boswell's Life of Johnson. 12. Macaulay's Essay on Byron. 13. Macaulay's Essay on Warren Hastings. 14. Macaulay's Essay on Lord Clive. 15. Macaulay's Essay on Milton. 16. Macaulay's Essay on Samuel Johnson. 17. Milton's Minor Poems. 18. Milton's Paradise Lost (Books I, II). 19. Milton's Samson Agonistes. 20. Newman's (John Henry) Works (selections). 21. Pope's Essay on Criticism. 22. Shakespeare's King Henry VIII. 23. Shakespeare's Hamlet. 24. Shakespeare's King Lear. 25. Shakespeare's Macbeth.

26. Shakespeare's King Richard III. 27. Shakespeare's The Winter's Tale. 28. Tennyson's In Memoriam. 29. Washington's Farewell Address. 30. Webster's First Bunker Hill Oration. 31. Webster's The Reply to Hayne. 32. Wordsworth's Prelude. 33. Wordsworth's The Excursion, Book I.

The above list is intended merely to indicate the representative works that may very profitably be read in the years to which they are here assigned. The more difficult should be read largely or wholly in the classroom; the simpler may be assigned for outside reading.

Mathematics—(a) *Algebra*, including numbers, equations, the fundamental operations, fractions, factoring, solution of problems, simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs (1 unit).

(b) *Algebra* including a review of the fundamentals and a thorough study of radicals, imaginaries, logarithms, variation, the progressions, binomial theorem (½ unit).

(c) *Plane Geometry*, including rectilinear figures, the circle, proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle (1 unit).

(d) *Solid Geometry*, including lines, planes, angles, polyhedrons, cylinders, cones, spheres (½ unit).

History—Ancient History, to 800 A. D., with special reference to Greek and Roman History (1 unit). Mediaeval and Modern History, from 800 A. D. to the present time (1 unit). Elementary course in English History (½ unit). A High School course in American History and Civics will count as 1 unit. Where Ancient, Mediaeval, and Modern History are given in a single year's course, one unit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War with prose composition (2 units). Six orations of Cicero, including four against Catiline; prose composition (1 unit). The first six books of Virgil's Æneid and a knowledge of prosody (1 unit).

Greek—Grammar, Anabasis Book I (1 unit). Anabasis, Book II, and three books of the Iliad; prose composition (1 unit).

German—Grammar and careful drill on pronunciation. Besides the reading of the first year the student should have read from 150 to 200 pages of easy narrative prose. He should have done considerable easy composition (2 units). An additional credit of one unit may be allowed for advanced work in German.

Physics—The subject must include elementary mechanics, heat, sound, light, electricity, and magnetism. A standard up-to-date text must be used. The laboratory work must be adequate for a thorough understanding of the course. The student should perform at least 35 experiments (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughout the year (1 unit).

The College Courses

The total number of semester hours required for graduation is one hundred and twenty-eight. Of this total forty-five semester hours must be done in specified subjects. Freshmen must take six hours of English, six hours of mathematics, two hours of Bible, two hours of public speaking, and one hour of College Life, a total of seventeen hours. Sophomores are required to take six hours of history, three hours of economics, two hours of Bible, a total of eleven hours. Junior requirements are six hours of psychology, four hours of apologetics, a total of ten hours. The only requirement for the Seniors is three hours of ethics.

Note: Candidates for the bachelor of arts degree may substitute for the six hours of Freshman mathematics an additional year of ancient language or a laboratory science.

BACHELOR OF ARTS DEGREE

Candidates for the bachelor of arts degree entering with three or more years of foreign language will be required to complete in college two years work in one ancient language. If a student presents for entrance less than three years of foreign language, he will then be required to do three years work in ancient language. One year of laboratory science with ten credit hours will be required in this course and, finally, a major of thirty hours or a combined major of forty hours. Majors are to be chosen from the following list: English and public speaking, social science and history, philosophy and education, Latin, Greek, Latin and French. Combined majors may be chosen in ancient or modern languages.

BACHELOR OF SCIENCE DEGREE

Students entering with three or more years of foreign language will be required to complete two years in one modern language. Those entering with less than three years of foreign language must complete three years work in modern language. At the end of the freshman year candidates for this degree must choose a major of thirty hours in physics and mathematics, economics, chemistry, or biology, or a combined major of forty hours in laboratory science.

No student entering as Freshman shall be allowed to graduate in less than eight semesters of residence work unless his average grade for his course has been 85 per centum or higher; and students entering later than the first semester of Freshman year shall be subject to the same requirement as to quality of their work in residence.

ORDER OF REQUIRED COURSES

Freshman

Bible, one semester	2 hours
English, two semesters	6 hours
Mathematics, two semesters	6 hours
Public Speaking, one semester	2 hours
College Life and Problems, one semester	1 hour

Sophomore

Bible, one semester	2 hours

Economics, one semester	3 hours
History, two semesters	6 hours

Junior

Christian Evidences, two semesters	4 hours
Psychology, two semesters	6 hours

Senior

Ethics, one semester	3 hours

BIBLICAL HISTORY AND LITERATURE; CHRISTIAN EVIDENCES; ETHICS

Professor Oxtoby

No one is liberally educated who does not know the Bible. Therefore the great value of a knowledge of Biblical literature and history is emphasized by the Biblical Department. But the aim is to do more than teach facts about the Bible and give the student a certain amount of Biblical information. The purpose of the Bible courses is to lead the student to know the real significance of Bible study in character formation and in the political, social, and religious life of today. Stress is laid upon the importance of the Christian Church in bringing in the kingdom of God, and it is shown that in the Church the student has the greatest, fullest opportunity for fellowship and unselfish service. In all the Biblical teaching it is suggested to the student that there are wonderful things in store for him as he goes on in his Bible study. He is made to feel that he is but on the threshold and that treasures await him if he will but enter.

12. **Old Testament History and Literature**—In this course the outstanding events, great characters, and religious truths of the Old Testament are emphasized. *Required of Freshmen. Second semester. Two hours.*

21. **New Testament**—The life and Teachings of Christ. The growth of the Christian Church in the first century. *Required of Sophomores. First Semester. Two hours.*

31-32. **Christian Evidences**—This course embraces an examination of the historical character of the New Testament and a consideration of the grounds of theistic and Christian belief. A study in outline of the great religions of the world, a survey of Christian missions is included. *Required of Juniors. Two semesters. Two hours.*

41. **Ethics**—The history of ethics in theory and practice. The beginnings and growth of morality. The theory of morality. Personal and public morality. Christian ethics. Text books, lectures, discussions, reports on assigned readings, and papers on special topics. *Required of Seniors. First semester. Three hours.*

33. **Religious Education**—A consideration of the history, ideals, organization, methods, equipment, and curriculum of the modern Sunday School, with special emphasis upon the use of Biblical material. *Elective open to Juniors and Seniors. One semester. Three hours.*

42. **The Bible as English Literature**—This course includes a careful study of the Bible viewed as literature. *Elective. Open to Seniors.*

BIOLOGY

Professor Hill

11. Botany—A study of the morphology, development, and physiology of algae, fungi, mosses, and ferns. *Credit five hours.* (Given 1921-22.)

12. Botany—A general study of the morphology, development, and physiology of flowering plants. *Credit five hours.* (Given 1921-22.)

15. Invertebrate Zoology—A survey of the animal phyla from the viewpoint of morphology and physiology; with laboratory study of type specimens. *Credit five hours.* (Alternate years. Not given 1921-22.)

16. Vertebrate Zoology—A study of vertebrates similar to that announced in course 15 for invertebrates. *Credit five hours.* (Alternate years. Not given 1921-22.)

23. Bacteriology—A course which includes general bacteriological technique and a study of the more important pathogenic and non-pathogenic bacteria. *Credit three and one-half hours.* (Alternate years. Not given 1921-22.)

24. Embryology—A course in vertebrate embryology, with laboratory work on the chick and pig. *Credit three and one-half hours.* (Alternate years. Not given 1921-22.)

25. Ecology—An introductory course including plant and animal ecology, including lecture, laboratory, field trips, and special reports. *Credit three and one-half hours.* (Given 1921-22.)

26. Physiology—Human physiology, based on Martin's text Human Body. *Credit three and one-half hours.* (Given 1921-22.)

31. Heredity and Eugenics—A review of the experimental results and conclusions in the field of heredity. *Not open to Freshmen. Three lectures per week. Credit three hours.*

32. Organic Evolution—A general review of the developmental process in the organic world. *Not open to Freshmen. Three lectures per week. Credit three hours.*

Note. Courses 11, 12, 15, and 16 have three lectures per week with six hours laboratory work.

Courses 23, 24, 25, and 26 have two lectures per week with four hours laboratory work.

CHEMISTRY

Professor Peterson

To fulfill the requirements for a major subject in this department courses 13-14, 21-22 and 31-32 must be completed. The remaining credits required may be obtained in any of the other courses offered in the department.

Any of the courses may be counted toward the requirements for a combined major in the sciences.

13-14. General Inorganic Chemistry—A classroom and laboratory study of the fundamental facts and general principles of Inorganic Chemistry. The first semester is devoted to the study of the non-metals, their properties, reactions, and most important compounds. The second semester is devoted to a similar study of the metals. The fundamental principles of the systematic separation and identification of the common metals and of the most important acids are also studied. *Three hours recitation and six hours laboratory work.*

21-22. Qualitative and Quantitative Analysis—*First semester*: The characteristic reactions of acids and metals, their grouping and classification, and the systematic analysis of salts, solutions, and minerals are studied. *Second semester:* The principles of gravimetric and volumetric analysis and the determination of the quantitative composition of salts and minerals are studied. *Two hours recitation and six hours laboratory work.*

24. Foods—An elementary study of foods and food values. Methods for the detection of common adulterants. *Open to students who have completed course 21. Second semester. Two hours lecture and three hours laboratory.*

31-32. General Organic Chemistry—A study of the carbon compounds and of the methods and principles of their preparation and identification. *Open to students who have completed courses 21-22. Two semesters. Three hours recitation and six hours laboratory.*

33-34. Advanced Quantitative Analysis—Analysis of iron and steel, and of metallic alloys and minerals. *Open to all students who have completed courses 21-22. One hour recitation and six hours laboratory.*

41-42. Theoretical Chemistry—An advanced study of chemical theory and the theoretical explanation of chemical phenomena. *Open to all students who have completed courses 31-32. Two semesters, two hours lecture.* (Given alternate years with courses 43-44.)

43-44. Physical Chemistry—A study of the states of matter, solutions, thermo-, electro-, and photo-chemistry. *Open to all students who have completed courses 31-32, and Physics 21-22. Two hours lecture. Two semesters.* (Given alternate years with courses 41-42.)

COLLEGE LIFE AND PROBLEMS

Professor Lawrance

Lectures upon the scope and aims of college education by the instructor in charge, other members of the Faculty, and by administrative officers. The object of the course is to explain to the new students the organization and administrative system of the College; to instruct them concerning the general content of the college curriculum; to present the use of the library, the laboratories, and other facilities for study; to offer general advice and guidance regarding methods of study, the preservation of health, the relation of the various social organizations to the college and the students, and the value and method of attaining a sane, well-balanced student life. *One semester. One hour. Required of all Freshmen and for graduation.*

ECONOMICS AND BUSINESS ADMINISTRATION

Professor Anders

11-12. Principles of Accounting—A study of the theory and practice of accounts, preparation of balance sheets and their interpretation, specialized systems of accounts, cost accounting, auditing, C. P. A. problems, Federal Income and Excess Profits Tax Law, accounts of fiduciaries, credit and Federal Reserve statements. *Prerequisite one semester of bookkeeping. Three hours credit, throughout the year.*

21. Principles of Economics—Introductory study of the fundamental laws of economic science and the application of economic principles to practical problems. A study of the conditions and principles relating to production and distribution and consumption of wealth. The course includes a study of value, exchange, interest, rent, wages, profits, and special problems of economic organization. *Three hours credit, first semester, not open to Freshmen. Prerequisite to all other courses in Economics.*

22. Economic Problems—A study of current economic problems. The problems dealt with are those usually regarded as belonging to reconstruction, which includes such problems as the control of industrial society, the business cycle, international trade, railway regulation, capitalistic monopoly, population, economic insecurity, and comprehensive schemes of reform. *Three hours credit, second semester. Course 21 prerequisite.*

23. Business Law—The law of sales, contracts, bailments, guaranty, surety, negotiable papers, partnership, corporations, real estate, and personal property. A combination of case, text, and lecture method. It is the purpose of this course to impart a working knowledge of the principles of law pertaining to everyday business transactions. The student is required to read and report on actual cases. *Two hours credit, first semester, open to all students.* (Given in alternate years.)

24. Elementary Statistics—The theory of statistics, methods employed in statistical investigation, forms for presenting statistical facts, text, lectures, problems. *Two hours credit, second semester, open to all students.* (Given in alternate years.)

31. Labor Problems—A study of the aims, ideals, methods, and evolution of organized labor in the United States. Unemployment, wages, standards of living, child and women labor, strikes, arbitration, immigration, profit sharing, co-operation, industrial education, recent tendencies. *Three hours credit, first semester.* (Given in alternate years.)

32. Advanced Economics—A study of the history of economic thought. The economic thought of the ancient and medieval peoples, mercantilism, kameralism, physiocrats, Adam Smith, Ricardo, American School, English Classical School, Historical School, recent economic theories. *Three hours credit, second semester.* (Given in alternate years.)

33. Industrial Organization and Administration—The partnership, trust, joint stock companies, corporations, combinations, antitrust legislation, office management, factory management, employment management. Special emphasis on typical cases. *Two hours credit, first semester.* (Given in alternate years.)

34. Business Finance—A study of corporate promotion, forming consolidation, selling securities, types of securities, underwriting syndicates, interlocking directorates, and reorganizations. *Two hours credit, second semester.* (Given in alternate years.)

41. Marketing—This course divides itself into two parts, first, the study of the marketing of farm products and raw materials, second, the marketing of manufactured products. A study of the forces determining the movement of commodities from producing areas to consuming centers, the commercial organization for assembling the raw materials of industry, co-operative marketing systems, marketing agencies. *Three hours credit, first semester.* (Given in alternate years.)

42. **Business Psychology**—Psychological basis of salesmanship and advertising, factors of a complete sale, practice in personal soliciting, advertising media, advertising copy and display. This course should be preceded by or taken in conjunction with the course in general Psychology. *Three hours credit, second semester.* (Given in alternate years.)

43. **Money and Banking**—A study of the principles of money and credit, history and theory of banking, monetary systems, principles and practices of banking, exchange, comparision between the United States and foreign methods, Federal Reserve System, Modern banking problems. *Two hours credit, first semester.* (Given in alternate years.)

44. **Taxation and Finance**—A study of the history and theory of taxation, governmental expenditures, general property tax, land tax, income and inheritance tax, business taxes, single tax, tax reforms, public debts, financial administration. *Two hours credit, second semester.* (Given in alternate years.)

ENGLISH

Professors Reid and McGrew

11-12. English Composition *Required of all freshmen. Two semesters. Three hours.*

21-22. A General Survey of English Literature--*Two semesters. Three hours.*

23–24. American Literature—A survey of American literature from colonial times down to the present time. Prerequisite: English 11-12. *Two semesters. 3 hours.*

Courses 21-22 and 23-24 are given in alternate years.

25-26. Advanced Composition including editorial writing. *Two semesters. Two hours. Prerequisite English 11-12.*

31-32. Shakespeare-A careful study of about fifteen representative plays. Some library reading and frequent reports upon topics suggested by the classroom work.

Text: MacCracken, Pierce and Durham's "Introduction to the Study of Shakespeare."

The Arden Shakespeare is the preferred text of the plays.

Prerequisite six hours of literature. *Two semesters. 3 hours.*

33. **Seventeenth Century Prose**—*One semester. Two hours.* Prerequisite six hours of literature.

34. **Romantic Poets**—A course offering an intensive study of the chief poems of Coleridge, Wordsworth, Byron, Shelley, and Keats. Lectures and reports. *One semester. Two hours.* Prerequisite six hours of literature.

41. **Tennyson**—A study of representative poems, showing the poet's development in his art, and his attitude toward the great interests of his time. *One semester. Three hours.* Prerequisite six hours of literature.

42. **Browning**—A careful study of a representative number of Browning's poems. *One semester. Three hours.* Prerequisite six hours of literature.

43. Early English Drama—A study of the development of the drama down to the Nineteenth Century. *One semester. Two hours.* Prerequisite six hours of literature.

44. The Modern Drama—Dramatic tendencies in the Nineteenth Century.

Prerequisite: English 43. *One semester. Two hours.*

Courses 41-42 and 43-44 given in alternate years.

FRENCH

Professor Jacob

11-12. French I—Grammar and composition, Fraser and Squair. Easy reading. Bruno's Le Tour de la France. De Maistre's Les Prisonniers du Caucase. Mérimée's Carmen. Dumas' La Tulipe Noire. Dictation and conversation. *Two semesters. Five hours.*

21-22. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, de Maupassant, France, About, Balzac, Loti, Sand, Dumas, and Hugo, will be read. Pellissier's Précis de l'histoire de la littérature francaise. Composition and conversation. *Two semesters. Three hours.*

31. French III—(a) The purpose of this course is to give a brief survey of the history of French literature with special emphasis upon the nineteenth century. A careful study of the literary characteristics of Hugo and Balzac will be made. *Explications des textes* both in prose and poetry. Reports. *First semester. Three hours.*

32. French III—(b) A careful study of the three great dramatists Corneille, Racine, and Moliére. There will be a thorough study of the history and technique of the drama with special reference to the age of Moliére. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

33. A Course in French Phonetics—With conversation and composition. *Three hours.*

A combined major for modern language will involve 24 hours French and 16 hours Spanish.

GERMAN

Professor Reid

11-12. Beginning German—Zinnecker's Deutsch fur Anfanger and Allen's Daheim. The essentials of grammar with practice in reading, speaking, and writing German. *Two semesters. Five hours.* This course does not count toward a major in German.

21-22. Freshman-Sophomore German—Gronow's Geschichte und Sage furnishes grammar review, composition and historical background. The other books studied in class illustrate periods of German history. Easy stories are assigned for outside reading. *Open to students who have completed course 11-12, Academy course IV, or two years high school German. Two Semesters. Four hours.*

31-32. Sophomore German—This is a reading course, with composition (partly independent), conversation and grammar review. The texts read are chosen mainly to illustrate various stages in the development of German literature, and are studied with reference to their literary quality; though a little scientific German is sometimes added. *Prerequisite course 21-22. Two semesters. Four hours.*

41-42. Literature Course—Either (a) a thorough study of one of the classic authors and his work, or (b) a survey of nineteenth century literature. *Prerequisite, course 31-32. Two semesters. Four hours.*

43-44. Composition and Conversation—Allen's German Life. Boezinger's Mundliche und Schriftliche Ubungen. Bishop and McKinlay's Deutsche Grammatik. German newspapers and magazines. *Prerequisite, course 31-32. One semester. Three hours.* (Given 1916-1917)

45-46. Teachers' Course—Practical phonetics, methods of teaching beginning classes, and a review of grammar with reference to such teaching. *Prerequisite, course 31-32. One semester. Three hours.*

47-48. Scientific German—A scientific reader, with reports on assigned subjects. *Prerequisite, course 31-32. One semester. Three hours.*

Note: Two courses in German will be offered.

GREEK

Professor Notestein

11-12. Beginning Greek—Grammar, Reader, conversation, Anabasis. *Two semesters. Five hours.*

21-22. Second Year Greek—Anabasis continued, review of grammar, composition, conversation, Iliad Bks. 1-3. *Prerequisite, Courses 11-12. Two semesters. Four hours.*

31. Greek Drama and Oratory—Euripides' Alcestis and an oration of Demosthenes. *Prerequisites, Courses 21 aud 22. One semester. Four hours.*

32. Greek Philosophy—Plato's Apology, Crito, selections from the Phaedo. *Prerequisite, Courses 21 and 22. One semester. Four hours.*

41. Greek Drama—The Antigone of Sophocles, or the Prometheus Bound of Aeschylus. *Prerequisite, Courses 31 and 32. One semester. Three hours.*

42. Greek History—Herodotus or Thucydides. *Prerequisite, Courses 21 and 22. One semester. Three hours.*

43-44. New Testament Greek—John's Gospel, Pauline Epistles. *Prerequisite, Courses 21 and 22. Two semesters. Three hours.*

45. Greek Life and Literature—*One semester.*

46. Greek Art and Antiquities—*One semester.*

Knowledge of Greek not required for courses 45 and 46. Both courses will be made one, two or three hour courses according to the election of the class.

A combined major, unless otherwise arranged with the departments, will consist of Latin 16 hours, Greek 24 hours.

HISTORY

Professors Notestein and Jacob

21-22. American History—A course discussing the discovery of America and the important events in the history of the United States of America. This course will also aim to help the student understand American life, ideals, and problems. *Three hours.* (Given 1920-21.)

23-24. English History—A course tracing the political, social, and constitutional development of England from the earliest period to the present time. *Three hours.* (Given 1921-22.)

JUNIOR AND SENIOR ELECTIVES

33. Renaissance and Reformation. *Three hours.*

34. History of Civilization—The course endeavors to trace the causes and forces—intellectual, moral, political, social, and industrial, which have made the Europe of today. *Three hours.*

35. Modern European History (1789-1848). *Three hours.*

36. Modern European History (1848-1920). *Three hours.*

Not more than one elective is given a semester.

LATIN

Professor Notestein, Miss French

11-12. First Year Latin—Accidence, syntax, and prose composition. Reading of easy Latin and from Caesar's Gallic War. Open to students who have entered college without Latin. *Two semesters. Five hours.*

21-22. Second Year Latin—Reading from Cicero's *Orations* and from Virgil's *Aeneid.* Prose composition. Open to students who have had course 11-12 or its equivalent. *Two semesters. Five hours.*

13. Essays and Letters—Cicero's *De Senectute* and *De Amicitia* or an essay of Seneca and selections from the letters of Cicero and Pliny. Prose composition and grammar review. English readings of related subjects *Three hours.*

14. Roman History—Livy, Tacitus, Sallust. English readings of related subjects. *Five hours.*

23. Comedy and Satire—Comedies of Plautus and Terence. Selections from the satires of Horace and Juvenal and from the epigrams of Martial. English readings in Sellar's *Roman Poets. Sophomore course. First semester. Three hours.*

24. Lyric, Elegiac, Pastoral, and Didactic Poetry—Horace's *Odes.* Selections from Catullus, Tibullus, Propertius, and Ovid, and from Virgil's *Eclogues* and *Georgics.* English readings in Sellar's *Roman Poets. Sophomore course. Second semester. Three hours.*

Junior and Senior Electives

Of the four courses which are listed below it is not anticipated that more than one will be offered in the same year. Selection will be made to suit the necessity and wishes of advanced students.

31. Republican and Augustan Prose—Cato, Cicero, Varro, Sallust, Livy. Passages set for private reading. *First semester. Three hours.*

32. **Republican and Augustan Poetry**—Ennius, Lucretius, Catullus, Virgil, Horace, Tibullus, Propertius, Ovid. Specimens and fragments of early Latin. Passages set for private reading. Literary activity at Rome under Augustus: the circle of Maecenas. *Second semester. Three hours.*

33. **Post-Augustan Prose**—Quintilian, Petronius, Seneca, Apuleius, Tacitus, Suetonius, Velleius Paterculus, Valerius Maximus, *Scriptores Historiae Augustae.* Passages set for private reading. *First semester. Three hours.*

34. **Post-Augustan Poetry**—Lucan, Flaccus, Statius, Persius, Juvenal, Martial, *Pervigilium Veneris.* Passages set for private reading. *Second semester. Three hours.*

35-36. **Roman Drama**—The comedies of Plautus and Terence and the tragedies of Seneca. As many as possible of the plays will be read at lectures; others will be set for private reading. The origin and history of Greek and Roman drama. Metres. *Two semesters. Three hours.*

41-42. **Teachers' Course**—Selections from Caesar, Cicero. and Virgil, and from other authors whose works are commonly read in secondary schools. Accidence, syntax, and vocabulary of classical Latin. The quantitative method of pronouncing Latin verse. Methods of teaching Latin in secondary schools. *Two semesters. Three hours.*

Courses in English Open to All College Students

43. **Latin Literature**—The history of the Latin language and literature from their beginning to the renascence of learning. *First semester. One hour.*

44. **Roman Antiquities**—The life, art, civilization, law, religion, and industries of the ancient Romans. Extant monuments. Platner's *Ancient Rome. Second semester. One hour.*

LIBRARY SCIENCE

Miss McIntire

32. **Elementary Course**—Principles of classification, arrangement and use of books, including the use of catalogues, indexes and government material. General information concerning the care of small school libraries. *Open to Seniors and Juniors. Second semester. One hour.*

MATHEMATICS

Professor Doner

11. **Trigonometry**—Development of formulae, use of tables, and the solution of triangles. Emphasis is laid upon the application of this study to simple problems in measurements and to its use in engineering and other sciences. *Required of Freshmen. First semester. Three hours.*

12. **College Algebra**—Review of quadratics, graphic representation of equations of the first and second degree, radicals, complex numbers, mathematical induction, and the elementary theory of equations. *Required of Freshmen. Second semester. Three hours.*

For the year 1921-22 Course 12 will be given the first semester and Course 11 the second semester.

21. Analytic Geometry—A continuation and extension of the study of the relation between equations of curves and their graphic representation with special attention to the development of the standard equations of the straight line and of conics. Emphasis will be placed upon the solution of problems. *Prerequisites, courses 11 and 12. First semester. Three hours.*

22. Differential Calculus—The development of all the formulae of differentiation, problems in maxima and minima, and other applications of the calculus. The aim of the course will be to introduce the student to the method of the calculus aud its wide application to problems in science and engineering. *Prerequisite Course 21. Second Semester. Three hours.*

33. Integral Calculus—The development of all formulae of integration, the definite integral, the geometric and analytic definitions of integration, with many problems from geometry, physics and other sciences. Prerequisite Course 22. *First semester. Three hours.*

34. Differential Equations—The solution of many types of differential equations of the first and second orders. *One semester. Three hours.* (Given in 1920-21 and alternate years.)

31. Astronomy—A course in descriptive astronomy with only so much mathematics as can be comprehended by one who has had the freshman courses; the earth and its motions, the moon, the sun and planets, comets and meteors, stars and nebulae. *Prerequisites, courses 11 and 12. One semester. Three hours.*

36. Advanced Calculus with Applications—Radius and circle of curvature, theorem of mean value, indeterminate forms, partial differentiation, envelopes, and involutes, series and expansion of functions, singular points, change of variable, transformation of coordinates, and triple, successive, and partial integration. This course is intended to give the advanced student of mathematics many of the theorems of calculus not given in the elementary courses, along with their analytical applications. *One semester. Three hours.* (To be given in 1921-22 and alternate years.)

43. Solid Analytics—Co-ordinate geometry of three dimensions. *Prerequisite, course 21. One semester. Three hours.*

44. Theory of Equations—A continuation of the subject matter of college algebra for those who have attained a certain mathematical maturity. *Open to students with two years of college mathematics. One semester. Three hours.*

Courses 31, 43 and 44 will be given whenever a class of not less than three students desire the course.

MUSIC

Miss Cannon, Miss Pier

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing courses leading to the degrees of A. B.

or B. S. as indicated below. But not more than four semester hours may be elected by college students in any one year. Sixteen semester hours may be credited toward an A. B. or B. S. degree.

1st Year Harmony—The first semester is devoted to ear training. The second semester is devoted to study of intervals, scale and chord formation, beginning of chora progression. *Elective to college students. Two semesters. Two hours.*

2nd Year Harmony—Continuation of study of chord progressions. Modulations. Suspensions. Advanced Harmony and Harmonic Analysis. Much attention is paid to the development of the musical instinct, and studies in original compositions are encouraged in connection wiih the preparation of the regular lessons. *Elective to college students. Two semesters Two hours.*

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, perceptions of sounds, overtones, rhythm notation and figure treatment. *Elective to Juniors and Seniors in the College. Two semesters. One hour.*

Counterpoint—One semester of simple counterpoint, two, three, and four point writing in the various species. Second semester double-counterpoint. Five to eight part writing. *Elective to Juniors and Seniors. Two semesters. Two hours*

History of Music—The object of the course in Music History is to give the student a knowledge of the great epochs in musical development so that he may have a broader cultural background on which to build intelligently and thoroughly his own technical equipment. *First semester*—A general survey of great movements in development of the art of music from the time of primitive man to the period of Bach and Handel. Lectures, outside readings and reports. Illustrative material on the phonograph. *Second semester*—Development of music from the time of Beethoven to the present day. Continuation of lectures. Outside reports and papers. Current musical events. Phonograph records. Text used is "Essentials in Music History" by Tapper-Goetschus. *Two semesters. Two hours.*

Musical Appreciation—This course is especially intended for those who are not studying music, yet wish to enlarge their critical appreciation of music as a detail of their general culture. With this end in view music will be examined in its historic and technical aspects. Full explanation will be given to the modern forms as well as the styles and achievements of leading composers. Instruments will be explained both singly and in groups, as well as the principles underlying compositions and performance. The lectures will be illustrated by members of the faculty and student body. Lectures will also be given in advance of all noteworthy programs to be given in Huron during the year. The course is directly adapted to the special needs of college students but is also open to music school students. The course will meet twice each week throughout the year. *College credit, one hour each semester.*

Public School Music—A course in Public School Music is quite necessary for one who wishes to become an instructor and supervisor of music in the public schools. Each year our public schools are offering more work in music and the demand for teachers is increasing. A teacher of Public School Music must be an able reader of music herself and should have had some special vocal and instrumental training. With this in mind Huron College has outlined a two year course equal to that offered by the best schools of the country. Actual class work will consist of sight-singing, directing, study of the child voice, solving the various technical problems that confront the teacher of Public School Music, constructive work in making outlines for the various grades and demonstration work in the public schools of Huron. *A student must complete the full two year course to receive any college credit. Elective to college students. Two hours. Eight credits allowed for the course.*

PHYSICAL EDUCATION

Classes in physical training are conducted throughout the school year for both men and women. The work is done in the gymnasium during the winter months but in the fall and spring advantage is taken of the good weather and some of the classes are held on the athletic field. All students are required to have two years of credit in this department before graduation. College students shall take this training during their freshmen and sophomore years unless permitted to defer the same because of some peculiar circumstances or reason. College students are allowed one-half credit each semester for the work in physical training. Credit for physical training in other schools is accepted providing the school is of collegiate rank.

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN.

A medical examination is required of all students taking these courses. Each student must provide herself with the required gymnasium apparel, black bloomer suits, white middy blouses, and gymnasium shoes.

11-12. Elementary Gymnastics—Light gymnastics, games, personal hygiene, corrective work. Simple folk dancing. *2 hours.*

21-22. Gymnastics—A graded course in tactics, calisthenics, and apparatus exercises. Interpretative dancing. Games. *Open only to those who have had Course 11-12. 2 hours,*

31-32. Principles of Physical Education—This course will consist of both recitation and demonstration. Practice teaching. Lectures and outside reading. Designed especially for those who wish to teach Physical Education. *2 hours. Open only to those who have had Course 11-12 and one year of pyschology.*

DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

11-12. Elementary Physical Education—Including calisthenics, apparatus work and games. *Two hours throughout the year.*

PHILOSOPHY

33. Logic--The subject matter of this course will include the topics usually studied in introductory logic, such as the concept, the various forms of judgment, inductive and deductive aspects of reasoning, the nature and use of the hypothesis, the syllogism, fallacies, etc. The aim of the course throughout will be to show the vital connection between logic and action or experience and to show that thinking arises out of the problems of conduct and finds its justification in the effectiveness with which it meets these problems. The course is expected not only to give the student training in critical habits of thought, but also to form some basis for subsequent philosophical study. *Open to Sophomores. One semester. Three hours.*

35-36. History of Philosophy-The main divisions of this course are (1) Greek, (2) Hellenistic-Roman, and (3) medieval and modern philosophy. Its purpose is (1) to afford essential information concerning the history of thought considered in relation to the sciences and to social and political conditions and (2) to acquaint the student with the fundamental problems of philosophy as they have been dealt with in the more important systems. In addition to a suitable text, selections from various authors will be read. *Open to Juniors. Two semesters. Three hours.*

41. Nineteenth Century and Contemporary Thought--The main topics studied in this course will be Romenticism, Utiltarianism, the Philosophical implications of the Theory of Evolution, the scientific as compared with the philosophical point of view, and Pragmatism. The purpose of this course is to acquaint the student with the main lines of thought operative in the writings of the more serious thinkers who are shaping present day opinion and to afford him an opportunity to formulate, through critical comparison, a point of view of his own. *Open to Seniors who have had History of Philosophy. One semester. Three hours.*

PSYCHOLOGY AND EDUCATION

Professor Lawrance

Psychology

Life now as never before is to be directed by ideas, or ideals. Knowledge and appreciation of the world of ideas and the laws of the mind are a very essential part of a liberal education.

31-32. A. Introductory Psychology—A survey of the main facts and laws of mental life, aiming to provide a sound foundation for further acquaintance with this and kindred subjects, for an improved judgment in dealing with practical problems, and for understanding the psychological bases of industry and commerce, business and finance, and of institutions and the professions.

B. Applied Psychology—A study of the application of the facts and principles of psychology to various lines of practical interests, with a view of determining the conditions of human efficiency in these lines. It will include therefore a study of (1) such topics as theory and practice, active interest and concentration, pleasure, imitation, relaxation, competition, loyalty, human relationships as means of increasing efficiency, and (2) a study of efficiency problems in theory and practice.

C. Social Psychology—Attention in this course will be centered on the tendencies and relationships which go to build up the self. The course will include therefore a study of (1) instincts, (2) the influence of imitation, suggestion, prestige, and the sentiments as these are manifested in customary groups, (3) group organization based on interests and maintained through investigation and discussion as a means to democracy. How to develop a democratic self is the problem of the course. *Courses 31 and 32 are required of Juniors. Two semesters. Three hours.*

EDUCATION

All College courses in Education continue for one semester and classes meet five times a week. The first three courses listed represent the fifteen semester hours of work in Education required by the State Department, of students in an accredited college for the State Teacher's Diploma and the State Teacher's Certificate. Huron College is authorized to grant, through the State Department of Public Instruction:

The State Teacher's Diploma—For successful completion of the requirements for the Bachelor's degree, provided the course includes fifteen semester hours work on the studies listed below; and

The State Teacher's Certificate—For the successful completion of the first two years of the College course, which must include the required fifteen semester hours of work in History of Education, Educational Psychology, and Principles of Education (or Theory and Practice in Teaching)—the same as for the State Diploma.

11. History of Education—This course includes a brief survey of education in Ancient, Medieval, and Modern times, with a close study of present educational systems, and readings upon important periods and leaders. *First semester. Five hours.*

21. Educational Psychology—A general treatment of the elements of psychology, and a study of the definite applications of psychological methods to education. A careful study is made of mental tests and measurements. *First semester. Five hours.*

22. Theory and Practice in Teaching—Extensive readings and classroom discussions of the elements of methods and their application, together with a large amount of observation of actual teaching conditions, and the management and discipline of class. *Second semester. Five hours.*

Note: Above three courses represent the "Required College Courses in Education" for State Diploma and State Certificate.

Other Courses in the History of Education

These courses continue those required by the State, and are given in alternate years on request of at least five students.

12. Rural Education—A general survey of the rural school, with an historical study of rural social institutions. *First semester. Three hours.* (Offered in 1922-23.)

34. Vocational Education—A course in the study of the bases of the social demands for vocational education, and a survey of the various efforts on the part of city, state, and nation to satisfy these demands. *Second semester. Three hours.* (Offered in 1922-23.)

Other Courses in Educational Psychology

41. Child Study—A presentation of the facts concerning the nature and development of the mind during childhood with special reference to their interpretation by the teacher. *First semester. Three hours.* (Offered in 1921-22.)

42. Adolescence—A course in the intensive study of the mental life of the boy and girl beyond the period of childhood, with emphasis upon the relation of the scientific principles involved to education theory. *Second semester. Three hours.* (Offered in 1921-22.)

Prerequisite to Education 41 and 42 either Psychology 31 or Education 21.

Other Courses in Principles and Theory of Education

33. Principles of Education—A study of education as a science considering the various physiological, psychological, and sociological aspects of education. *Second semester. Five hours.*

45-46. Educational Problems—A seminar open to Huron teachers and advanced students in education for the discussion of timely topics. (Hours and credit to be arranged.)

47. Special Methods in Language.

48. Special Methods in Science.

49. Special Methods in English.

Offered by the heads of the Latin, Biology, and English Departments, one course offered each year.

Other Courses in Teacher Training

Throughout the year, a four-year standard Academy is maintained, the equivalent of the State accredited High School, which offers courses that are required as a preliminary to the various teachers' certificates and diplomas. (See courses offered by the Academy.)

The Huron College Conservatory of Music offers two full years of work in Public School Music, for the benefit of those who wish to become instructors or supervisors of music in our public schools. (See courses offered by Conservatory of Music.)

The six weeks Summer School is, in reality, an expansion and extension of the Department of Psychology and Education, for its chief function is to train teachers. Many extra courses are offered, and the faculty is considerably increased. The work is of an intensive nature and the courses are directly and definitely planned to help students meet the complex and trying conditions of the teacher in both city and rural communities. (See courses offered by Summer School.)

PHYSICS

Professor Doner

11. Mechanics, Molecular Physics and Heat—A careful study is made of the most important principles in these subjects, and the work of each lesson is supplemented by laboratory investigation of the principles taught. A minimum of 20 accepted experiments is required of each student. *Elective open to all who have completed Mathematics 11-12. First semester. Three hours recitation and four hours laboratory.*

12. Electricity, Sound, and Light—This course is a continuation of 11 and is conducted on the same plan.

21. Heat—Among the topics treated are: Continuity of state, Carnot's Cycle, First and Second Laws of Thermodynamics, Free Expansion of Gases, Pyrometers, Convection, Conduction, and Radiation. *Elective open to students who have completed courses 11 and 12. First semester. Three hours recitation and lecture, four hours laboratory.*

22. Light—This course includes a study of Optical Constants of Mirrors and Lenses, Aberration, Optical Instruments, Velocity of Light, Wave Theory of Light, Radiation, Interference, Diffraction, Polarization, Theories of Reflection and Refraction. *Elective open to students who have completed courses 11 and 12. Second semester. Three hours recitation and lecture, four hours laboratory.*

POLITICAL SCIENCE

41. Government and Politics in the United States—The historical development of the American government is traced by reference to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors, Juniors, and Sophomores. One semester. Three hours.*

33. Comparative Government--Interest in this course will be centered first on the government of the United States. An attempt will be made to trace the genesis of our governmental institutions and ideals. With the knowledge of our own government as a foundation the problem of government will be studied. This will lead to a comparative study of various governmental systems of European nations. This course should be of great value to any student, but especially to those who expect to do special work in any of the social sciences. *Open to Juniors. One semester. Three honrs.*

43. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events and cases in British and American history illustrative of the principles involved are cited for investigation and discussion. The Hague Conventions are studied and emphasis is laid upon the problems involved in a League of Nations. *Elective open to Seniors and Juniors. One semester. Three hours.*

44. Political Theories—The historical development of the theories of the state are carefully traced. The various forms of the state are first considered with special reference to their respective times and peoples. The modern political ideas are then considered with special reference to the great world powers of today. *Elective open to Seniors and Juniors. One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomores or special students who have had the necessary preliminary courses.

SOCIOLOGY

Professor Oxtoby

37-38. **Sociology**—An introduction to theoretical and practical sociology. Definition of the science; consideration of the subject matter of sociology and the fundamental social phenomena. The social person; social institutions; social origins; social control; poverty and the social treatment of crime. A wide range of reading from standard texts and from current literature on the subject. *Two semesters. Three hours. Open to Juniors and Seniors.*

SPANISH

Miss Alexander

11-12. **Spanish I**—Grammar and Composition. Easy reader. Alarcón's El Capitán Veneno. Bretón's ? Quien Es Ella? Galdós's Marianela. *Two semesters. Five hours.*

21-22. **Spanish II**—Composition. Alarcón's El Sombrero de Tres Picos. Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's El Haz de Leña. Galdós' Doña Perfecta. Collateral reading. *Two semesters. Three hours.*

SPEECH EDUCATION

The events of the last few years have demonstrated the vital relationship between speech subjects and the needs of social, economic and political life. They have shown the necessity of speech training as a preparation for the discharge of the obligations of citizenship. To meet this need the following new courses will be offered.

11-12. **Fundamentals of Speech Education**—A course required of all first year students. A thorough drill in the fundamentals of speech. Much practice in the preparation and presentation of speeches. *2 hours. Elective second semester.*

31-32. **Interpretative Reading of Dramatic Literature.**—Study of the drama. Develop skill in oral interpretation of emotional and imaginative literature. Coaching, staging, characterization etc. Several plays will be used for demonstration. *3 hours.*

21-22. **Debate.**—First semester. Expository and argumentative speech. Extemporaneous speech. Analysis of public questions. Aim is to develop power of analytical and constructive thinking and power to think before an audience, and to develop persuasive speech. Second semester: Team competition. Constant practice in debating. *3 hours. Open only to those who have had, or are taking Course 11-12.*

23-24. **Oratory**—Devoted primarily to the preparation and the delivery of speeches and orations. Open to all who are interested in entering the local oratorical contest. *2 hours.*

Private Instruction in Expression will be offered to those desiring it.

Correction---To be inserted above, just below "**Speech Education**":
Professor McGrew, Miss Hatch

The Academy

The Academy courses have in view two distinct objects: First, to prepare the student for further study, either at Huron College or at any other standard college; and secondly, to give as broad and practical an education as possible to students who cannot take a college course.

A total of sixteen units, with the required work in Bible, is required for graduation. Of these sixteen units, eleven are required, as follows:

English	4 units
Mathematics	2 units
*History	2 units
Foreign Language	2 units
Laboratory Science	1 unit

*One unit of History must be in American History and Government.

A student should choose each year four studies from the list of those offered for that year. Or he may elect in any year a study listed for a previous year, which he has omitted. (Except that Elementary Science may not be taken after Biology.) No student is ordinarily permitted to take work in advance of his registered standing. Third and Fourth Year Students take Bible the first semester, First and Second Year Students take it the second semester. All of the following courses apply toward graduation:

First Year.
- English.
- Algebra.
- Ancient and Medieval History.
- Beginning Latin.
- *Elementary Science.

Second Year.
- English.
- Plane Geometry.
- Modern History.
- Caesar.
- French.
- †Commercial Work.

Third Year.
- English.
- Solid Geometry and Advanced Algebra.
- Cicero.
- French.
- Greek.
- Biology.
- †Commercial Work.

Fourth Year.
- English.
- Physics.
- Virgil.
- French.
- Greek.
- United States History and Civics.
- †Commercial Work.

*Note 1—Elementary Science may not be credited as a laboratory science but as an elective.

†Note 2—The following commercial subjects may be elected: Bookkeeping, Shorthand and Typewriting.

Explanation of Academy Courses

BIBLICAL COURSES

The courses of Bible study for the first two years follow the Bible narrative along the thread of Hebrew history, for knowledge of the more constructive events, the more significant lives, and the gradual unfolding of the monotheistic religion that began then to make itself the principal influence in civilization. Incidentally the simpler forms of the literature are examined for their literary or efficiency values. To begin to know and appreciate the main contents of the Old Testament with the New, is believed to be the most satisfactory foundation for all other requirements.

The last two years of Bible study include: (a) the life of Christ, both in biographic details and in religious significance, with examination throughout of the Christ as the Son of God who "taught with authority"; and (b) the early history of the Christian Church, with special study of the portions of the apostolic writings that have proved to be the most expressive of the Christian spirit.

Much elucidative material, such as maps, charts, outlines, and pictures, are accessible. A general knowledge of Bible lands and customs is gained. The method includes text-books, constant use of the Bible, lectures, and references.

I. **Old Testament**—The history of the Hebrews down to the rise of the monarchy. *Required of first year Academy students. Second semester. Two hours.*

II. **Old Testament**—The Old Testament History from David to the Christian era. *Required of second year Academy students. First semester. Two hours.*

III. **New Testament**—The life of Christ in the four Gospels. *Required of third year Academy students. First semester. Two hours.*

IV. **New Testament**—The Founding of the Christian Church. The life and work of the apostle Paul and the message of his epistles. *Required of fourth year Academy students. Second semester. Two hours.*

COMMERCIAL SUBJECTS.

1. **Bookkeeping.**—A study of the elementary principles of bookkeeping. Business knowledge and routine are acquired through the study of the facts concerning the transactions, the business papers involved, and the proper book entries. The making out of actual business papers, taking of trial balances, and preparing of financial statements are given special attention. *Throughout the year, ten hours, one unit credit.*

2. **Shorthand**—A study of the Gregg System of Shorthand. The first semester is a study of the manual and the second semester is devoted to the study of short cuts and the taking of dictation. The student is required to master the principles and to acquire a certain rate of speed in taking dictation. *Through the year, five hours, one unit credit.*

3. **Typewriting.**—A study of the Touch System of typewriting. From the beginning the attention is given to correct fingering through the use of a text containing graded lessons and by class exercises conducted by the instructor. Neat, accurate work is required, together with a certain degree of rapidity. Office practice. *Throughout the year, ten hours, one unit.*

ENGLISH

I. Elementary English.—The work of this course is confined to the fundamentals of effective English. Attention is largely devoted to grammar, spelling, punctuation, penmanship, and reading. Elementary text and exercises in writing and speaking good English. Commercial correspondence. *Two semesters, five hours.*

II. Rhetoric and Composition.—Constant practice in the writing of sentences and paragrahs, with such reading as will fix in mind the customs of good writers. Study of unity, coherence, and emphasis of thought is developed by practice in constructing sentences and paragrahs. *Two semesters, five hours.*

III. English Literature.—The aim of this course is to create an interest in and an appreciation for the masterpieces of literature through the study of selected English prose and poetry. Also the power of writing and speaking is developed through oral and written themes. *Two semesters, five hours.*

IV. American Literature.—This course is a study of selected masterpieces of American writers. Rhetoric and grammar will be studied in connection with advanced themes. *Two semester, five hours.*

FRENCH

I. Beginning French.—A study of the essentials of French grammar from an easy textbook, and easy reading and practice in speaking and writing. *Two semesters, five hours.*

II. Second Year French.—A continuation of the work of the first year with special attention to reading and conversation. A study of French history, life, and customs. *Two semesters, five hours.*

GERMAN

III. Beginning German—The essentials of grammar, with easy readings and practice in speaking and writing. *Two semesters. Five hours.*

IV. Second Year German—The study of grammar and composition is continued. The texts read usually illustrate German life and customs, besides affording a basis for conversation. *Two semesters. Five hours.*

Note: Courses in German were not offered this past year.

GREEK

It is advisable that students begin the study of Greek as early as the Third Year Academy, but those not having begun it then may take the beginning course in any year and after the first year's work may carry double work if so desired.

II. Classic Myths—As preparatory to an intelligent study of literature, a course in the Myths of Greece and Rome will be given. Text-book: Guerber's Myths of Greece and Rome. *One semester. One hour.*

III. Beginning Greek—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading and conversation will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Two semesters. Four hours.*

IV. **Second Year Greek**—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Two semesters. Four hours.*

HISTORY

I. **Ancient and Medieval History**—This course covers early European civilization up to 1650. *First semester, five hours. Second semester, four hours.*

II. **Modern History**—This course makes a general survey of the progress of civilization in Europe from 1650 to about 1916. *First semester, five hours. Second semester, four hours.*

IV (a). **American**—A topical study in American history designed to prepare the student for an advanced course in American politics. *First semester. Five hours.*

IV (b). **Civics**—This course includes a study of local government as illustrated in township, city, and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Second semester. Five hours.*

LATIN

I. **Beginning Latin**—Smith's Latin Lessons is the text used. A thorough knowledge of the principles of syntax and word forms is required. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

II. **Second Year Latin**—Selections from Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

III. **Third Year Latin**—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

IV. **Fourth Year Latin**—Virgil. Books I-VI of the Aeneid of Virgil are read, with supplementary study along the lines of syntax, the epic form, prosody, scansion, rhetorical figures, and mythology. *First semester, five hours. Second semester, four hours.*

MATHEMATICS

I. **Algebra**—This course will be an introduction to the elementary conceptions of algebra, including factoring, solution of simple and simultaneous equations, both algebraically and graphically, and an introduction to quadratic equations. *Two semesters. Five hours.*

II. **Plane Geometry**—(a) A study of triangles, circles, and methods of construction will be the content of this course. *First semester. Five hours.*

(b) Proportion, similarity of polygons, and an extension of construction methods will be the work covered by this course. *Second semester. Five hours.*

III. **Algebra**—This course, which will be introduced by a thorough review of the elementary algebra, will include imaginaries, progressions, binomial theorem, extraction of roots, expansions, and the solution of both simple and simultaneous quadratic equations. *Second semester. Five hours.*

IV. **Solid Geometry**—The application of the principles of plane geometry to three dimensional space. *One semester. Five hours.*

SCIENCE

I. **Elementary Science Course**—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Second semester. Five hours.*

III. (a) **Zoology**—The purpose of this course is to afford a broad view of the animal kingdom, and a foundation on which to base future study and observation. The course will involve a general survey of the structure, functions, habits, and life history of representative animals of the various phyla. Special emphasis will be laid upon the more important principles of animal ecology. Each student will be required to do considerable field and some laboratory work. *First semester. Three hours recitations and two double hours laboratory.*

III. (b) **Botany**—The first part of this course will involve considerable laboratory work, illustrative of the storage of food in seeds, the germination of seeds, and the microscopic structure of roots, stem and leaves. The latter part of the course will be devoted to field work and plant analysis. *Second semester. Three hours recitation and two double hours laboratory.*

IV. **Physics**—A thorough study of the elementary principles of Physics. The laboratory work is considered an important part of this course. A minimum of forty accepted experiments is required of each student and the aim is to introduce the student to the method of true scientific investigation. *Two semesters. Three hours lecture and recitation and four hours laboratory.*

Teachers' Normal Courses

LEADING TO

STATE CERTIFICATES AND LIFE DIPLOMAS

In order to meet the great demands made upon colleges for well trained teachers, Huron College offers the following courses leading to a State Certificate and a Life Diploma. These courses in general follow the courses regularly offered in the Academy and College departments. They are properly coordinated with each other so that the student who is compelled to drop out during his course will have the proper training to fit himself for successful teaching and at the same time not hinder his progress towards the baccalaureate degree. They are so arranged that a student may take his professional training either in the fourth, fifth, or sixth year and have the same count towards his Academy diploma or College degree.

Of the professional subjects that are offered some are given only during the regular year by the College Department of Psychology and Academy while others are given in the Summer School. The Huron College Summer School is an integral part of the College and has at its disposal all the facilities of the College, which guarantees the excellency of its work. This arrangement will give the student an opportunity to continue his regular college or academy work during the first two semesters of the year and specialize on professional training during the summer term.

PROFESSIONAL SUBJECTS

The professional subjects offered are:

1. **Pedagogy**—(Didactics, Intermediate and Grammar Grade Methods, Primary Methods, Educational Psychology). Summer School.
2. **Normal Reviews** in Grammar, Arithmetic, Geography, Reading, History and Civics, Physiology, Music, Drawing, Handwriting. Summer School.
3. **History of Education.** *One semester.*
4. **Theory of Education.** *One semester.*
5. **General Psychology.** *Two semesters.*
6. **Educational Psychology.** *One semester.*
7. **Principles of Education.** *Two semesters.*

Of the above courses, a minimum of fifteen semester hours is required of the student who desires a state certificate or diploma. If the Normal Review subjects are elected, the same will be accepted as one of the sixteen units required for graduation from the academy. By special arrangements Sophomores may be admitted to the class in General Psychology, which is given regularly in the Junior year in college. The principles of Education is an elective course open to Juniors and Seniors in college and should be taken by students during theirlast two years in college.

OUTLINE OF NORMAL COURSE

(For a description of the courses in the following subjects, the student is referred to the College catalogue and to the Summer School Bulletin.)

A student is required to take four subjects during each of the six years of the Normal Course. In making his selection of subjects, however, he must conform to the requirements for a state certificate or diploma. This means that the following subjects must appear in his course:

1. **English**—108 weeks (must include Rhetoric and Composition).

2. **Mathematics**—Algebra, 36 weeks, to quadratics—Plane Geometry, 36 weeks.

3. **History**—American (including Civics) 36 weeks—European, 36 weeks.

4. **Science**—36 weeks. This year in Science may be chosen any one of the following: Physics, Physiography, Botany and Zoology, Chemistry.

During the first year the student may take any four of the five subjects which are given below as first year subjects. During the second year he may take any four of the subjects given as second year subjects; or he may take the subject omitted during his first year and three of the second year subjects. He may thus at any time take up any subject that he has omitted during a previous year (except that he may not take Science I after he has taken Science III); but at no time will he be permitted to enroll for a subject ahead of the year in which he is classified.

The first four years of the Normal Course is a standard high school course, and is in conformity with the requirements for graduation from the Academy, and will entitle the student to a diploma from the same.

(The above arrangement applies only to the first four years of the course.)

SUBJECTS

First Year

English I	5
Algebra I	5
Latin I	5
Science I	5
Ancient History	5

Second Year

English II	4
Plane Geometry	5
Medieval and Modern History	5
Latin II	5
French	5

Third Year

English III	3
Algebra III and Solid Geometry	5
Latin	5
French	5
Greek	5
Science III	5

Fourth Year

Physics	5
American History and Civics	5
English	5
Latin	5
Greek	5
French	5
Normal Reviews	5

Fifth Year	
Education	5
English	4
Algebra	3
Chemistry	5
Biology	5
French	5
Latin	5
Greek	5

Sixth Year	
Education	5
History	3
Biology	5
Chemistry	5
Physics	5
French	3
Latin	3
Greek	5
English	3

The courses in Education open to Sixth year students are History of Education (if not elected in the fifth year), General Psychology, Theory of Teaching, Educational Psychology or some other course not previously taken.

In addition to these specific requirements, many other teachers' courses are offered in the Summer School and the teachers are invited to avail themselves of this splendid opportunity. These courses are all approved by the State Department of Public Instruction, and will be accepted towards a normal course in this school or any other college or normal school in the state.

Those who have successfully completed the above course will be accorded the same privileges in regard to exemption from examination for state certificates as are given to graduates of the normal schools of the state and of similar courses in the State University.

Students who successfully complete the above outlined *Six-Year Normal Course* will in most cases have completed the Sophomore year in the regular College course, and will be entitled to receive a State Certificate.

Students completing the *Four-Year College Course* will receive a bachelor's degree from the College and are entitled to receive a State Teachers' Diploma which will terminate in a life diploma after they have secured the required forty months of successful experience. This course especially trains students to teach special subjects in four-year accredited high schools.

Approved this twenty-third day of March, 1921,

by FRED L. SHAW,
Superintendent of Public Instruction.

Summer School

Professor Harold G. Lawrance, Director

ORGANIZATION

The Summer School was established in 1901. It is an integral part of the work of Huron College. The Trustees and Faculty are committed to the policy of furthering the interests of this School in every possible way. The work done in the Summer School is not inferior in quality. The College is responsible for the conduct of all courses and with all the resources at its disposal, guarantees their excellence. Instruction is given by members of the Faculty of the College with the assistance of lecturers and teachers who are expert in public school methods and problems.

AIMS

The Summer School begins immediately after the College commencement and continues six weeks. Teachers, more than almost any other class of workers, need to do advanced work continually if they wish to keep abreast of the times. Courses in the Summer School are arranged with special reference to the needs of public school teachers who cannot spare the time to attend school during the regular school months.

Huron Summer School will appeal especially to teachers and students who are seeking an opportunity to study seriously and to accomplish some definite purpose. Those who wish their summer study to issue in some practical result, should remember that the aim of the school is to produce such results. Special entertainment is provided but mere entertainment is not the goal. The College authorities feel that it is better to aim at work which issues in achievement, for no entertainment is quite equal to that of interesting and efficient work. In the conduct of courses, it is not planned to do the work of students for them by lectures in the classroom and from the chapel rostrum. The idea is rather to make work enjoyable and to fit students for the joy of thinking and working for themselves.

PREPARATION FOR TEACHERS' EXAMINATIONS

In outlining the courses, special attention is given to the fact that many young people are each summer preparing to write the examination papers required for a teacher's certificate. The School will be of special service to those who have this end in view. One who has some preliminary preparation should be able, during six weeks of study, to make up deficiencies in one or two subjects and to review other subjects so as to pass the examination for the various certificates.

PREPARATION FOR PROMOTION

To hold a teacher's certificate of any grade may mean much or little. Certificates guarantee neither high intellectual ability nor skill in teaching. Requirements for certificates represent a minimum of scholarship, without which the law will not allow one to teach. But ambitious teachers are not content to rest on the least possible scholarship required of them. Those who are advancing to better and more remunerative positions do more than they are compelled to do. The simple requirements of the law are not sufficient for them. They are continually seeking to enrich experience, to come into contact with new ideas and with people who have such ideas, and to broaden the intellectual horizon by every possible means. Such ambitions make one a candidate for promotion in the teaching profession and in any walk of life. Huron Summer School is organized to serve those who are seeking better positions.

COURSES FOR COLLEGE AND ACADEMY STUDENTS

College and Academy students are continually inquiring about the possibility and the advantage of pursuing courses in Summer School. Under the old division of the year into three terms of twelve weeks each, it was possible by reciting twice a day in a subject for six weeks to make one full term's credit. Now, with the college year divided into two semesters of eighteen weeks each, it is more difficult to arrange to give college and academy credit for work done in the Summer School. However, the doors of the School are not closed to students who for any reason wish to enroll for college and academy subjects. It frequently happens that students who have been given conditional classification wish to remove conditions during the summer. Others wish to proceed to graduation faster than the provisions of the schedule of the regular year allow. To such students the opportunities of the Summer School are open, but in each case arrangements should be made in advance. Such courses receive special instruction and will be offered when a sufficient number of students request that the course be given. Unless special arrangements are made whereby summer courses are outlined to proceed with special rapidity, students may count on receiving hour-for-hour credit from the College Registrar or a maximum of six semester hours of college or normal work, and a maximum of one half credit of academy or high school work. Students "reviewing" subjects are not bound by this regulation.

TEACHERS' COURSES

Special courses and lectures in pedagogy and in such subjects as Vitalized Agriculture, Art, Domestic Science, Child Hygiene, Community Health, and Music Appreciation have been offered in the past summers. Announcement of such courses is made each year in the Summer School Bulletin.

Courses in the following departments of instruction are regularly scheduled each year: Pedagogy, Education, Psychology, Sociology, Mathematics (including Arithmetic, Algebra, and Geometry), History, German, Latin, Civics, English Grammar, Rhetoric and Literature, Geography, Natural Science (including Physiology and Physics), Penmanship and Spelling, Drawing, Primary Methods, Public School Music, Voice, and Piano.

DEMONSTRATION SCHOOL

The Demonstration School consists of the complete eight grades of the public schools. This school aims, first of all, to be of service to the children enrolled in it. Its second purpose is to show teachers how to apply their knowledge of psychology and methods to the work of instruction.

Practice Teaching I—This course is organized especially for primar teachers and, so far as possible, the practice teachers will be given experience i the lower grades of the Demonstration School.

Practice Teaching II—This course is designed to meet the needs of othe grade teachers. The plan is to give intensive training in the grade in which th student desires to teach.

APPLICANTS FOR CERTIFICATES MUST ATTEND SUMMER SCHOOL

Under a recent state ruling, all applicants for certificates of any kind mus attend summer school. This law should greatly increase attendance at al summer sessions. The following letter addressed to the Director of the Huro College Summer School by Superintendent Shaw makes the new law very clear and also gives Huron College Summer School the same ranking as given the Stat normal schools.

STATE OF SOUTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION
PIERRE

March 12, 1920.

" * * * * * on and after September 1, 1920, each applicant for a certificat of any kind in this state, by examination or otherwise, must present evidence o having attended an approved normal school, or some school having a norma department approved by the Superintendent of Public Instruction, for six or mor weeks in the aggregate. This applies to teachers who have held certificate formerly, unless this Department should * * * * * exempt such * * * * * on th grounds of successful teaching experience.

For a third grade and second grade certificate the applicant must sho evidence of six weeks normal attendance. For a first grade certificate, th applicant must show evidence of having attended twelve weeks. For a primar and state certificate eighteen weeks, and for a life diploma, twenty-four weeks i the aggregate. We shall hold that attendance at the Summer School at Huro College would meet the requirements the same as attendance at state norma school."

(Signed) FRED L. SHAW.

EXPENSES

*Tuition, term of six weeks	$20.0
Room rent, by the term at Voorhees Dormitory	8.0
Table board, if paid in advance by the term	30.0
Total for term of six weeks	$58.0

*Note—Student taking work in High School, Academy, or College subject will pay an additional fee of five dollars.

Rates for short periods: Tuition in normal courses per week, $4.00 Table board at Voorhees Dormitory, $6.50 per week; Room per week, $2.00.

Those who are interested will receive the Summer School edition of th College Bulletin on sending a request to the Director of the Summer School.

Commercial Courses

IN THE COLLEGE

DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION

The college offers a major of thirty semester hours in economics, in a course leading to the bachelor of science degree. The aim in this department is to give instruction in courses which are fundamental and which give general training as well as technical training.

11. Principles of Accounting—A study of the theory and practice of accounts, preparation of balance sheets and their interpretation, specialized systems of accounts, cost accounting, auditing, C. P. A. problems, Federal Income and Excess Profits Tax Law, accounts of fiduciaries, credit and Federal Reserve statements. *While bookkeeping is not a prerequisite to this course, students taking it who have not had bookkeeping will be required to do additional work. Three hours credit, throughout the year.*

21. Principles of Economics—Introductory study of the fundamental laws of economic science and the application of economic principles to practical problems. A study of the conditions and principles relating to production and distribution and consumption of wealth. The course includes a study of value, exchange, interest, rent, wages, profits, and special problems of economic organization. *Three hours credit, first semester, not open to Freshmen. Prerequisite to all other courses in Economics.*

22. Economic Problems—A study of current economic problems. The problems dealt with are those usually regarded as belonging to reconstruction, which includes such problems as the control of industrial society, the business cycle, international trade, railway regulation, capitalistic monopoly, population, economic insecurity, and comprehensive schemes of reform. *Three hours credit, second semester. Course 21 prerequisite.*

23. Business Law—The law of sales, contracts, bailments, guaranty, surety, negotiable papers, partnership, corporations, real estate, and personal property. A combination of case, text, and lecture method. It is the purpose of this course to impart a working knowledge of the principles of law pertaining to everyday business transactions. The student is required to read and report on actual cases. *Two hours credit, first semester, open to all students.* (Given in alternate years.)

24. Elementary Statistics—The theory of statistics, methods employed in statistical investigation, forms for presenting statistical facts, text, lectures, problems. *Two hours credit, second semester, open to all students.* (Given in alternate years.)

31. Labor Problems—A study of the aims, ideals, methods, and evolution of organized labor in the United States. Unemployment, wages, standards of living, child and woman labor, strikes, arbitration, immigration, profit sharing, co-operation, industrial education, recent tendencies. *Three hours credit, first semester.* (Given in alternate years.)

32. Advanced Economics—A study of the history of economic thought. The economic thought of the ancient and medieval peoples, mercantilism, kameralism, physiocrats, Adam Smith, Ricardo, American School, English Classical School, Historical School, recent economic theories. *Three hours credit, second semester.* (Given in alternate years.)

33. Industrial Organization and Administration—The partnership, trust, joint stock companies, corporations, combinations, antitrust legislation, office management, factory management, employment management. Special emphasis on typical cases. *Two hours credit, first semester.* (Given in alternate years.)

34. Business Finance—A study of corporate promotion, forming consolidation, selling securities, types of securities, underwriting syndicates, interlocking directorates, and reorganizations. *Two hours credit, second semester.* (Given in alternate years.)

41. Marketing—This course divides itself into two parts, first, the study of the marketing of farm products and raw materials, second, the marketing of manufactured products. A study of the forces determining the movement of commodities from producing areas to consuming centers, the commercial organization for assembling the raw materials of industry, co-operative marketing systems, marketing agencies. *Three hours credits, first semester.* (Given in alternate years.)

42. Business Psychology—Psychological basis of salesmanship and advertising, factors of a complete sale, practice in personal soliciting, advertising media, advertising copy and display. This course should be preceded by or taken in conjunction with the course in general Psychology. *Three hours credit, second semester.* (Given in alternate years.)

43. Money and Banking—A study of the principles of money and credit, history and theory of banking, monetary systems, principles and practices of banking, exchange, comparision between the United States and foreign methods, Federal Reserve System, Modern banking problems. *Two hours credit, first semester.* (Given in alternate years.)

44. Taxation and Finance—A study of the history and theory of taxation, governmental expenditures, general property tax, land tax, income and inheritance tax, business taxes, single tax, tax reforms, public debts, financial administration. *Two hours credit, second semester.* (Given in alternate years.)

IN THE ACADEMY

ACADEMIC-COMMERCIAL COURSE

In this course the student takes the regular High School subjects in the Academy, except that four of the electives are chosen in commercial subjects.

ONE YEAR CERTIFICATE COURSE

This course is intended for students who cannot take the longer courses but desire to enter offices as bookkeepers or stenographers. Such students are given a certificate upon satisfactorily completing the following courses:

1. **Bookkeeping.**—A study of the elementary principles of bookkeeping. Business knowledge and routine are acquired through the study of the facts concerning the transactions, the business papers involved, and the proper book entries. The making out of actual business papers, taking of trial balances, and preparing of financial statements are given special attention. *Throughout the year, ten hours, one unit credit.*

2. **Shorthand**—A study of the Gregg System of Shorthand. The first semester is a study of the manual and the second semester is devoted to the study of short cuts and the taking of dictation. The student is required to master the principles and to acquire a certain rate of speed in taking dictation. *Through the year, five hours, one unit credit.*

3. **Typewriting.**—A study of the Touch System of typewriting. From the beginning the attention is given to correct fingering through the use of a text containing graded lessons and by class exercises conducted by the instructor. Neat, accurate work is required, together with a certain degree of rapidity. Office practice. *Throughout the year, ten hours, one unit.*

4. **Business English**—This course in English aims to lay special emphasis on the things that the student of this course will need in the office work. Grammar, spelling, punctuation, letter writing, commercial forms, correspondence. *Five recitations a week throughout the year.*

SPECIAL STUDENTS

High school graduates who find it impracticable to take a four year college course may register as special students, and take the bookkeeping and stenography courses described above. These courses do not receive college credit. At the same time they may pursue college courses for which they are prepared. Freshman English is especially desirable.

School of Music

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music, it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical life and culture in our state.

The School of Music has enjoyed quite an unusual growth, making it necessary to better the teaching force year by year as well as to add to the facilities for teaching and practice. There are now twelve rooms devoted entirely to the use of this department. The college auditorium is used for recitals and other special public programs. There are sixteen high grade pianos used in the department, including grands for teaching and concert purposes. Because of this equipment which is unusally good for a school of this size, we are able to offer the best of musical advantages. Students in the School of Music enjoy the cultural and social advantages of college life and are privileged to join freely in all college activities. The Dormitory is open to young women who are responsible for their conduct to the Dean of Women. All students in the School of Music are under the general regulations which govern students who register in any department of the College.

Courses of Instruction

Voice Piano Organ Violin Viola
Public School Music Wood-Wind, and Brass Instruments
Courses for Teachers Normal Training
Harmony Theory of Music History of Music Counterpoint
Ensemble Musical Appreciation Expression Languages

Regular Courses

The special attention of prospective students is called to the Regular Courses in Music. These courses are very comprehensive in their scope and are outlined to cover four years of intensive work. The completion of a Regular Course involves a thorough and well-rounded training in all the fundamentals of music and particular skill as a performer in some special branch.

THE REGULAR FOUR YEAR COURSE

Students enrolling in this course may take piano, voice, organ, or violin as their major study. The piano is adopted as the basis of study and is required as a minor subject of all who take voice, violin or organ as their major. Any subject, when taken as a major, will be given in private lessons of thirty minutes each twice a week. Subjects taken as minors are likewise given in private lessons. History and theory of music, harmony, sight reading, and similar subjects are given in full classes unless otherwise desired. Students pursuing this course are required to register in the regular college classes to study English language and literature, the elements of French, and Italian, history, and psychology.

The Four-Year Course is arranged with the idea of training students thoroughly in the fundamentals of music. To complete the Course one must attain great proficiency in some one subject, the major, give a public recital, and have in addition a good working knowledge of the minors. The languages and other college subjects which are taught are directly useful to a musician and provide a background of general culture which every musician should have. Those who wish to make music their profession should complete the Four-Year Course.

OUTLINE OF COURSES

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, Huron College School of Music presents the following outline of instruction arranged in four general divisions:

1. Preparatory Course.
2. Intermediate Course.
3. Normal Training Course.
4. Diploma Course.
5. Degree Course.

The Preparatory Course—This course covers the rudiments of music and is open to all beginners. Students are advanced as rapidly as their progress justifies.

The Intermediate Course—In this course, students are brought to a technical proficiency which will enable them to appear creditably in student recitals.

The Diploma Course—This course is designed for students preparing for professional work as teachers or players and for amateurs who desire to obtain a thorough training in the art and science of music, and wish to pursue a definite and systematic course of study.

The Degree Course—A course leading to the Bachelor of Music degree has been outlined and adopted. An ordinary student can probably not earn such a degree in less than five years' study beyond a standard high school course. It will require a large amount of work in college courses leading to the Bachelor of Arts and Bachelor of Science degrees. Intellectually and culturally, the Bachelor of Music degree will be fairly equivalent to other bachelors' degrees offered by standard colleges.

Requirements for the Degree of Bachelor of Music

(1) The entrance requirements are the same as for the A. B. and B. S. courses.
(2) A minimum of 64 hours of work will be required from college courses (including musical subjects credited toward the A. B. or B. S. degree.)

(3) Two courses will be required in the Dept. of Biblical Literature (of which one must be chosen from Junior Christian Evidences and Senior Ethics).

(4) The following is the approximate distribution of the 64 hours of college work required:

Freshman English 11-12	6 hrs.
Trigonometry	3 hrs.
Second Semester Physics	5 hrs.
Foreign Language	24 hrs.
Bible and Ethics	5 hrs.
Musical Theory	8 hrs.
Elective	13 hrs.

(5) The following will be the approximate distribution of the 64 hours of music work required:—

Major Subject	32 hrs.
Theory	14 hrs.
Music History	4 hrs.
Minor Subject	8 hrs.
Elective	6 hrs.

PIANO

Mrs. Oviatt, Miss Finley, and Mrs. Royse

Preparatory--Grade 1. Instruction books or technical exercises used according to individual needs. Hand culture, touch, rhythm study, phrasing and ear training. Simple pieces by modern composers.
Grade II. Continuation of Grade I. Sonatinas by Clementi, Kuhlau, Gurlitt, Dussek, etc. Smaller compositions by Handel, Mozart, Beethoven, Schumann, etc.

Intermediate Grade--Grade I. Further development of technique, including major and minor scales, arpeggios, chords, etc. Studies by Czerny, Heller, Bertini, Loeschorn. Easy sonatas and pieces by Haydn, Clementi Beethoven. **Grade II**. Bach two and three part Inventions, Mendelssohn, Songs without words, smaller selections of Chopin, Grieg, Shubert, and modern standard composers.

Diploma and Degree--Well tempered clavichord by Bach, Etudes by Clementi, Czerny, Koszkowski, Liszt, Chopin; Sonatas of Beethoven, Grieg, etc; pieces and concertos by Chopin, Schumann, Saint-Saens, Liszt, Grieg, MacDowell, and modern composers.

ORGAN

Mrs. Oviatt

The organ course is designed to provide thorough training as a church organist. Only students who have received a sufficient amount of instruction on the piano will be entered in the organ course. Instruction will consist of the proper playing of Hymns, Anthems, Pedal Studies, Accompanying, Improvising and Solo Compositions. The organ in the Presbyterian Church is used for teaching and practice purposes.

VIOLIN

Miss Cannon

For the diploma or degree in violin playing the pupil must have completed the courses in Harmony, Counterpoint, History of Music and Music Analysis.

Opportunity is offered to the student to play in the community orchestra and to obtain some knowledge of string ensemble.

Childrens Classes--Violin classes open to beginners have been organized by Miss Cannon among the children of the Public Schools of Huron. This work has proven very successful and is worked out on the same plans as used in many of the large cities. Members of these classes meet at the college one hour each week for lessons and rehearsal. Public recitals are given by the classes, at least once in each semester. Dr. Mitchell's "Public School Class Method for the Violin."

Preparatory:—Instruction books and techincal exercises used according to the individual need.

Outline of theoretical work approximately:

I. a—Parmenter "Violin Instruction for Children".
   b—Hohman "Violin Book I".
   c—DeBeriot, Book I Part I.
II. a—Hermann "Violin School"
   b—Hermann op. 20—"100 Violin Studies for Beginners"
III. a—Bohmer "Studies in Intonation."
IV. a—Gruenberg "Scales and Chords in 1st Portion."
V. a—Sevcik-Op. I Part I Violin technics, First Portion solos to suit needs, easy duets, etc.

Intermediate:

I. DeBeriot, Studies from 3rd to 5th positions inclusive.
II. Bytovetski, Violin technics in all posistions. Memorizing of Scales.
III. Wolfart-Kayser, Etudes.
IV. Daucla—"50 Daily Mechanical Exercises"
V. Dont—"24 Etudes."Solos to suit needs. Mazas duets. Student Concertos of Accolay, Seitz, Bloch, Strube, Ortman, etc-

Diploma or Degree:

I. Bytovetski—Book I, completed.
II. Kreutzer—42 Studies.
III. a—Casorte—Bowing Studies.
  b—Tartini—Bowing Studies.
  c—Bytoveski—Book III, Bowing Studies.
IV. Bytoveski—Book IV, Special 4th Finger Studies.
V. Bytoveski—Book II, Studies in Double Stops Memorizing of Scales in Double Stops.
VI. Fionillo—36 Caprices.
VII. Special Studies in Shifting, Trills, Chromatics, etc.
VIII. Rode—24 Caprices.
IX. Bach, J. S.—Solo Sonatas
X. Solos to suit needs, Concertos by DeBeriot, Viotte, Rode, Kreutzer, Mozart, Leonard, Mendelssohn, etc. Modern Compositions.

ENSEMBLE

Lucy May Cannon

This important course has been designed and is under the competent direction of Miss Cannon who will take into the class only those advanced students of piano, violin, and cello who desire the opportunity of acquainting themselves with the best of Chamber music. The art of accompanying will be studied and the combination of two, three and four instruments will be used as the occasion demands.

VOICE

Professor Bailey and Miss Pier

The course of instruction in voice as applied to grades can only in the most general way indicate the system of training to which the student will be subjected. "Vocalises" by Concone, Panofka, Marchesi, Vaccai, and other composers are used; yet it may be said that the method used is based on the Italian, French, German, and American schools of training the voice. It is maintained that this training will develop the correctly placed voice so that the pupil can produce with equal ease and firmness and an even quality all tones from the lowest to the highest. From this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto", or beautiful singing.

Correct breathing, correct position in singing, and the mechanism of the voice is explained as far as necessary along with special attention to the needs of each individual. Exercises, studies, and songs are carefully selected according to the requirements of each voice.

Study will be made of the interpretation of Arias, Songs, and Ballads from the best of the Old and Modern Schools, with strict attention to phrasing, enunciating, and rhythm.

For the Diploma or Degree in vocal music, the pupil must complete the Course in Harmony, Theory, and History of Music, and must also complete the intermediate course in Instrumental music.

THE NORMAL TRAINING COURSE

Miss Finley, Mrs. Royse

Two years' training in this course is required for a full teacher's certificate. Children between the ages of seven and twelve who have never studied music are enrolled in the Normal children's classes and are taught twice a week by Junior and Senior students desiring a teacher's certificate. The work is outlined by the head of the department, who supervises the teaching, selects the music to be taught, and who lectures once a week on Musical Pedagogy. This is one of the few schools in the Northwest offering such a course.

The children are given one lesson of thirty minutes duration for individual piano work, and one forty-five minute class lesson each week. The class lesson consists of table work, elementary training in Intervals, Chords and Scale Building, and Ear Training. The piano lesson consists of New England Conservatory, Book I, and Home Study Book by Mrs. Crosby Adams for the first year lessons. Sonatinas by Kuhlau, Clementi, etc., are used in the second year classes. Pieces by Hannah Smith, Nettie Ellsworth, Edith Prynn Hall, Gurlitt, the easier pieces from the Schumann Album for the Young, etc., as well as Ensemble work are studied during the two years. At the end of each semester, a public recital is given by the children. Anyone wishing to teach will find this Department a very great help.

In addition to these courses, the following courses in Theory and History of Music must be taken, if the student is working for a certificate or diploma.

HISTORY OF MUSIC

The object of the course in Music History is to give the student a knowledge of the great epochs in musical developement so that he may have a broader cultural background on which to build intelligently and thoroughly his own technical equipment.

First Semester--A general survey of great movements in development of the art of music from the time of primitive man to the period of Bach and Handel. Lectures, Outside readings and reports, Illustrative material on phonograph.

2nd Semester--Development of music from the time of Beethoven to the present day; Continuation of lectures, Outside reports and papers. Phonograph records. Current musical events.

Text used is "Essentials in Music History" by Tapper-Goetschus. *Two Semesters. Two hours.*

THE APPRECIATION OF MUSIC

Miss Cannon

This course is especially intended for those who are not studying music, yet wish to enlarge their critical appreciation of music as a detail of their general culture. With this end in view music will be examined in its historic and technical aspects. Full explanation will be given to the modern forms as well as the styles and achievements of leading composers. Instruments will be explained both singly and in groups, as will the principles underlying composition and performance. The lectures will be illustrated by members of the faculty and student body and advance lectures will be given upon the programs of public concerts. The course is directly adapted to the special needs of college students but is also open to music school students. *Two hours per week throughout the year. Credit Two hours.*

WOOD-WIND AND BRASS INSTRUMENTS

Instruction on the Flute, Piccolo, Clarinet, Bassoon, Mellophone, French Horn, Valve-Trombone, and Slide-Trombone is given.

PUBLIC SCHOOL MUSIC

Miss Cannon

A course in Public School Music is quite necessary for one who wishes to become an instructor and supervisor of music in public schools. Each year our public schools are offering more work in music and the demand for teachers is increasing. The following course is outlined with a view to giving students a practical training in this important branch of music:

Notation
Solmization
Interval-drills
Rhythm
Vocalization
Ear training
Transposing
Two- and three-part singing
Enunciation
Rote-songs
Scale-structure
Principles of harmony

Public School Music Course

First Year

1st Semester		*2nd Semester*	
Public School Music Methods	3 hrs.	Public School Music Methods	3 hrs.
Harmony	2 hrs.	Harmony	2 hrs.
Voice	4 hrs.	Voice	4 hrs.
Piano	2 hrs.	Piano	2 hrs.
Elective (College)	5 hrs.	Elective (College)	5 hrs.
Total	16 hrs.	Total	16 hrs.

Second Year

1st Semester		*2nd Semester*	
History of Music	2 hrs.	History of Music	2 hrs.
Public School Music Methods	3 hrs.	Public School Music Methods	3 hrs.
Harmony	2 hrs.	Harmony	2 hrs.
Voice	4 hrs.	Voice	4 hrs.
Piano	2 hrs.	Piano	2 hrs.
Elective (College)	3 hrs.	Elective (College)	3 hrs.
Total	16 hrs.	Total	16 hrs.

THEORY

First Year—Ear Training, Intervals, Scales, Chords, Chord Progressions.

Second Year—Harmony.

Third Year—Analysis of musical form.

Fourth Year—Counterpoint.

Ear Training—1. Training of Ear for Tone Perception. 2. Study of Intervals. 3. Scale and Chord Formation. 4. Beginning of Chord Progression.

Harmony—Text Book used is Chadwick's. The work covers one and one-half years. The last half of the second year is spent in Analysis of Harmonic Construction of Compositions by standard composers. *Elective to Juniors and Seniors in the College. Two semesters. Two hours.*

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis of classic and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, perceptions of sounds, overtones, rhythm, notation and figure treatment. Text Book used is Elson's Theory of Music. *Elective to Juniors and Seniors in the College. Two semesters. One hour.*

Counterpoint—One Semester of Simple Counterpoint, two, three and four part writing in the various species.

Second Semester—Double Counterpoint. Five to eight part writing. Elective to Juniors and Seniors. *Two semesters. Two hours.*

REGULAR COURSES IN MUSIC

These courses are arranged with a view to enable the student to become an accomplished musician. The piano is adopted as the basis of study. The piano will be a minor study for all students who want to make Voice, Violin, or Cello their specialty.

All those who want to make music their profession should take these courses. Violin, piano, voice, cello, lessons, when taken as majors are given in private lessons of thirty minutes each twice a week; when taken as minors they are given in private lessons of thirty minutes each once a week. All other branches are taught in full classes. (See pages 68 and 69).

EXPRESSION DEPARTMENT

Miss Hatch

The aim of the School of Expression is to provide such requirements as will enable the students under the most favorable circumstances and within a reasonable length of time to test their powers and prepare for their profession.

As it is true that the most perfect reader is the most perfect actor, it is through this course that the fixed and stiff elocutionist may be converted into the easy, natural reader of today.

REQUIREMENTS FOR GRADUATION

Diplomas are awarded by the Board of Trustees to those students who complete the above outlined Courses of Instruction to the satisfaction of the Examiners of the School of Music and who are recommended for graduation by the Faculty of the College. Beginners in any branch of music must complete the Preparatory, Intermediate, and Graduate Courses in order to receive a diploma. Advanced students who enter the School of Music may receive a diploma in one or two years, at the discretion of the faculty.

Teachers' Certificates are granted by the Board of Trustees on recommendation of the Faculty of the College and the Examiners of the School of Music to those students who have satisfactorily completed the work of the Normal Training Department, in addition to the work required for the diploma. Beginners who are working for a certificate must complete a two years' course in the Normal Training Department, in addition to the work required for a diploma. Advanced students may secure a certificate after one year's work in the Normal Training Department.

The Following Work is Given WITHOUT TUITION CHARGES to all Regular Students of the School of Music.

Ensemble Work—For four hands on one piano and two pianos; for four and eight hands on two pianos; Violin and Piano; Violin, Cello, and Piano; Voice, Violin, and Piano; String-Quartets, etc.

Orchestra—All students sufficiently advanced are asked to join the orchestra for study and performance of works for string, and full orchestra.

Children's Orchestra-- An orchestra open to children under High School age meets for regular rehearsal throughout the year. All children who play orchestral instruments whether taking work at the college or not are invited to join this organization. Public appearances will be made by this orchestra at various times during the year.

Choral Union—The Choral Union enrolls a large membership and is doing thorough and inspiring work. The organization is open to all students of the college and citizens of Huron. Students should plan to join the Union and to receive from it the benefits of good choral training. The Union studies and presents in concert Standard Choral Works and Oratorios.

Choir—Mr. Bailey is director of a large chorus in one of the principal churches of the city, to which students of sufficient proficiency are admitted. The choir sings regularly on Sunday mornings and evenings and during the year several musical services are given.

Girls' Glee Club—A young women's glee club is maintained and is doing good work under the direction of Miss Pier. Membership in this club is open to all young ladies of the college but is limited as to number. The club appears in concerts and at various college functions.

Men's Glee Club—A glee club is organized each fall which is open to all men of the college who possess some singing ability. As only a limited number of singers can be used competition is keen for places in the organization. There are numerous calls each year for concerts by the club, both in Huron and out over the state.

Student Recitals—Short, informal recitals are given regularly by the students in the college auditorium. The purpose of such frequent appearance is to make the pupils as free from self-consciousness as possible. Occasional evening recitals which are open to the public are given by the more advanced students.

Faculty Recitals—Occasional recitals are given by different members of the faculty throughout the year, to which the public is invited and which the students are urged to attend.

Artist Recitals—During recent years students at the college have heard such well known artists as Christine Miller, Sascha Jacobsen, Heniot Levy, Isolde Menges, Zoellner String Quartette, Edna Gunnar Peterson, Harriet McConnell, Louis Kreidler, Ernest Davis, Harold Henry, Frances Ingram, etc.

TUITION

For Private Instruction	**Per Semester**	
(Half-hour lessons)	One lesson a week	Two lessons a week
Voice	$27.00	45.00
Voice	22.00	35.00
Piano	24.00	40.00
Piano	22.00	35.00
Piano (For children under High School age)	18.00	30.00
Violin, Viola, Cello, etc.	24.00	40.00
Violin (For children under High School age)	18.00	30.00
Flute, Clarinet, etc.	18.00	30.00
Cornet, Trombone, etc.	18.00	30.00
Theory, History of Music	22.00	35.00
Public School Music	22.00	35.00
Expression	22.00	35.00
In Classes of Three or More		
(One hour lessons)		
Theory, History of Music, Musical Appreciation		$18.00
Public School Music		18.00
Violin for Children	10.00	18.00
Normal Training Piano Department for Children		10.00
Expression	10.00	18.00
Children's Class in Expression (Saturday Morning)	10.00	

OTHER FEES

Piano Rental for Practice:	Per semester
—One period per day	$ 6.00
—Two periods per day	9.00
—For each additional hour	3.00
Room Rent in the Voorhees Dormitory (for girls)	25.00
Table Board, about $4.50 per week	81.00
Laundry, about	10.00
Books, including sheet music from $3 to $6	5.00
*Students' Association Fee ($10 per year or)	5.00

*Students not rooming in the dormitory, who enroll for not more than two lessons per week, if they do not desire to take advantage of the special privileges provided for by payment of the full fee of $5 per semester to The Students' Association, may pay a contingent fee of $1 per semester in lieu of the regular fee.

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work, will have the privilege of paying according to the following schedule, provided that the charge made for any semester registration shall not be less than five dollars.

$1.75 per lesson from teachers whose semester rate is	$24 to $27
$1.50 per lesson from teachers whose semester rate is	22
$1.25 per lesson from teachers whose semester rate is	18

SUGGESTIONS AND REGULATIONS

1. It is advisable that students take two lessons per week, as this insures more rapid progress in their studies.

2. Lessons missed by pupils or those falling on holidays or vacations, or on days or periods of days on which the college is closed, will not be made up under any consideration, sickness of two weeks or more being the only exception, unless proper arrangement is made with the teacher at least twenty-four hours in advance.

3. Students discontinuing their work during the semester will be charged the single lesson rate.

4. All voice students are invited to sing in the chorus, which will meet once a week.

5. All students studying orchestra or band instruments have the opportunity to play in such organizations.

6. All lessons in the School of Music will be given by the semester, the semesters in this department being identical with those of the other departments. Private lessons of thirty minutes each will be given in Voice, on the Piano, Violin, and other instruments. Class lessons in the Theoretical Subjects, Public School Music, Musical Appreciation and other subjects will be one hour each.

7. Arrangements relating to the assignment of work, changing of lesson hours, piano practice, and similar matters should be made with the Director of Music.

8. All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. All financial arrangements should be made with the Treasurer **before** the student begins work.

Degrees Conferred

June, 1920

IN COURSE

Frances Lorraine Brown, A.B.
Hilda E. DeBoer, A.B.
Consuelo Dickinson, A.B.
Margaret Duthie, A.B.
Nancy Jane Hannum, A.B.
Mary Elizabeth Harris, A.B.
Laura Johnston, A.B.
Mary Elizabeth Light, A.B.
Esther Dorothea Lyon, A.B.
Esther Mueller, A.B.
Marjorie Maude Urquhart, A.B.
Ross M. Babbitt, B.S.
Gerrit John Bloemendaal, B.S.
Harold W. Given, B.S.
Edward E. Hager, B.S.
Larry Hines, B.S.
Gladys W. Mann, B.S.
Wayne Wilbur Meigs, B.S.
Mildred Marjorie Smith, B.S.
Frances Agnes Tait, B.S.
Frances Lorraine Brown, B.M.
Harriet Elizabeth Carroll, B.M.

Departmental Graduates

June, 1920

Academy (Diplomas)

Carroll Allen
Minnie Boschker
John O. Cox
Alieda T. DeBoer
Ellsworth H. Furman
Dwight B. George
Effie Viola Hager
Dorothea S. Hampel
Myrhl M. Matteson
Frank A. Remde
Joseph H. Saathoff
James H. Sutton
Hugh W. Sweet
Joseph S. Tschetter
Mary Lula Willoughby
Glatha Willard

Commercial (Certificates)

Elsa Baum
Verna Mae Berry
Florence M. Ganshert
Gertrude L. Heers
Edna Mae Kief
Lenora C. Meyer
Alice Louise McMillan
Ellen Bernece Pierce
Tillie Joan Romero
Frieda C. Schultz
Verna Elva Trow
Nettie H. Zumbrunnen

MUSIC

Diploma in Piano

Winnifred Mills
Mabel Parrish

Diploma in Expression

Marjorie Maude Urquhart

COMMENCEMENT ORATORS

1919-1920

"Guarding the Established Order"	Esther Mueller
"The Changed Cross"	Esther Dorothea Lyon

Note—In the public exercises of commencement day, the graduating class is represented by two orators chosen by the class from a list nominated by the faculty.

PRIZES AWARDED

1919-1920

The F. H. Kent Prize in Oratory

1. Esther Lyon
2. Roy Knapp

The Charles E. De Land Prize in Oratory

1. Esther Lyon

The Thomas Maynard Prizes in Declamation

1. Rowland Randolph
2. Dwight George

Smith Extemporaneous Speaking Trophy

1. Robert Crawford

The Robert C. Gibbs Prize for Scholarship

1. Robert Crawford

COLLEGE DEBATERS

1919-1920

Sioux Falls at Sioux Falls:	Herman Sweet, Wilbur Meigs, Curtiss Smith
Brookings at Huron:	Roy Knapp, James Durfee, John Bloemendaal

List of Students

1920-1921

(The numbers refer to the bound volume of registrations)

College

SENIORS

183	Benesh, Martha		Tyndall
189	Bloemendaal, Dick Cornelius		Clear Lake
191	Brandt, Grace Edna		Avon
196	Bullock, John		Huron
199	Cary, Edith Marie		Scotland
239	Hoffman, Harry Merwin		Huron
240	Holton, Keith H.		Huron
275	McArthur, Mary Adeline		Harrold
276	McMillan, Golda Eugenia		Alpena
292	Sargent, Carrie M		Esmond
316	Tormohlen, Mrs. Lalla Rookh		Huron
324	Washburn, Ruby	(12)	Revillo

JUNIORS

334	Brewer, Winifred Caryl		Woonsocket
209	Crawford, Robert Dean		Huron
229	Hagen, Electa M. J		Huron
241	Holton, Verl Alred		Huron
246	Johnson, Laura Westcott		Huron
250	Kirk, Mary Beth		Huron
253	Laughlin, Elnora		Huron
258	Lindsey, Mervin Edwin		Laurel
282	Phillips, Ethel Beatrice		Huron
309	Sweet, Herman James		Canova
344	Williams, John Raymond	(11)	McIntosh

SOPHOMORES

172	Ackerman, Lenita Bernice	Huron
400	Arnett, Stanley Earl	Redfield
181	Barnett, Margie Elizabeth	Huron
200	Cary, Ethel May	Scotland
425	Chenoweth, Doris Achsa	Huron
204	Clarke, Alfra Ellen	Huron
212	Dodsley, Katherine Eloise	Huron
217	Flint, Edna	St. Lawrence
432	Gilchrist, Charles B.	Kadoka
226	Gough, Ethel Irene	Canova
227	Griffiths, Raymond Stannard	Leslie
228	Grove, Starkey	Huron
247	Jones, Esther Mae	Midland
336	Knapp, Roy Alexander	Bonilla
268	Mauch, Ruby H	Hetland
270	Mills, Winnifred Joyce	Huron
281	Palm, Bernard Lawrence	Huron
287	Randolph, Richard Watson	Cheyenne Agency

343	Randolph, Rowland T	Cheyenne Agency
295	Schroder, Harold Lee	Miller
300	Smith, Percy L.	Sioux City, Iowa
313	Thurston, Everett John	Huron
322	Wallace, Florence M	Huron
323	Wallace, Mabel L	(24) . . Huron

FRESHMEN

173	Allen, Carroll M	Sergeantsville, N. J.
338	Alley, Enos G.	Huron
175	Anderson, Norris J	Willow Lake
178	Bailey, Ethel Mae	Huron
179	Bangs, Blanche E	Huron
184	Bertrand, Gladys	Willow Lake
333	Bloodgood, Lewis	Huron
193	Brown, Marvelle	Huron
194	Brown, Mervelle	Huron
195	Bryan, Elizabeth Jane	Huron
201	Challacombe, Rosalie	Huron
203	Chesire, Edna	Huron
205	Cloyd, Sarah Carroll	Huron
208	Cox, John Oscar	Huron
210	Crerar, Alice Edith	Wessington Springs
213	Ericson, Evelyn	Huron
223	Frahm, Catherine M	Iroquois
224	Friemark, Hilda	St. Lawrence
225	Furman, Ellsworth H	Miller
230	Hagen, Mary B. G	Huron
236	Helms, Florence Henrietta	Huron
237	Hendrickson, Mead Dewar	Unityville
238	Hightshoe, Agnes Myrtle	Okaton
362	Hofer, Jacob H	Huron
243	Hoskin, Mina Blanche	Redfield
369	Houck, Albert Charles	Gettysburg
248	Kelley, Harry W	Huron
254	Laughlin, Thomas Jackson	Huron
255	Launspach, John A	Huron
257	Light, Rose E	Huron
262	Lowrie, Charles E	Huron
263	Lumbard, Erma A	Kimball
264	Lyon, Dora H	Huron
266	Mason, Margaret M	Huron
267	Matejka, Sylvia Anne	Huron
269	Meyer, Maybelle	Huron
273	Murphy, Claire	Iroquois
277	Newton, Earl Howard	Huron
278	Noe, Luther O'Neall	Wessington
280	Ohman, Helene Charlotte	Huron
283	Poppen, Henry H	DeSmet
289	Ripley, Margurite Lambie	Gettysburg
290	Ripley, Maude Napier	Gettysburg
291	Saathoff, Joseph H	Trenton, Ill.
293	Schroeder, Cora Lucille	Miller
294	Schroeder, Esther Mae	Miller
296	Shober, Howard T	Huron
298	Smith, Fayette Marston	Huron
299	Smith, Olga Maud	Huron

305	Strobel, George A.		Canova
493	Sweet, Carl Albert		Huron
310	Sweet, Hugh		Canova
319	Tyrrell, Harvey		Huron
320	Vincent, Lura Isabelle		Hurley
321	Wakefield, Hattie May		Faulkton
327	Williams, Mark Frederic		Morristown
328	Willits, Charles Oliver		Huron
329	Wilsbacher, Hazel I	(58)	Huron

SPECIAL

418	Leary, D. L.	Hitchcock

ACADEMY

IV

211	Davis, Margaret D		Huron
497	Edwards, Lucile Eleanor		Capa
235	Helms, Alice Louise		Huron
408	Himmel, Dee Annetta		Huron
335	Keeler, Vincent John		Wagner
485	Kimmel, Pearl C		Huron
265	Lyons, La Fern Esther		Agar
337	Madsen, Florence		Carpenter
365	Parker, Kenneth Hugh		Suring, Wis.
301	Speirs, Mary Phyllis		Ree Heights
501	Stewart, Ruth Marie		Huron
314	Todd, Dorothy Amanda		Huron
326	Wells, Howard	(13)	Hitchcock

III

182	Beall, Gladys R		Cavour
192	Brown, Elisabeth Holland		Huron
214	Fenelon, Katherine		Pollock
361	Fennessey, Theodore E		Huron
216	Fennessey, Helen		Huron
350	Franzen, George W		Esmond
378	Gilchrist, Charles W		Huron
232	Harding, Marian Irene		Yale
234	Hebal, Muriel Ann		Goodwin
252	Lafferty, Edith Elizabeth		Huron
364	Lawrence, Marie Louise		Yale
312	Thompson, Bernece I		Ottumwa
318	Turner, Blanche		Woonsocket
325	Wells, Bernice Lucile	(14)	Harrold

II

359	Ackley, Leora	Huron
174	Alley, Walter V	Huron
176	Anderson, Thea Isabelle	Canning
360	Bloemendaal, Ralph B	Clear Lake
197	Bullock, Mary Catherine	Volga
407	Forbes, Floyd A	Huron
249	Kelley, Iona Netha	Blunt
251	Knapp, Clara	Bonilla
274	Murphy, Edna Veronica	Iroquois
279	Noe, Lyle E	Wessington
302	Sprang, George	De Smet

406	Sibley, William Edwin	Huron
317	Tschetter, Elizabeth	Yale
358	Webb, Ralph D	(14) Woonsocket

I

177	Bailey, Elizabeth Louise	Ellis, Kansas
190	Bohning, Pauline Christine	Harrold
206	Cole, Gladys V	Huron
207	Cox, Crystal Helen	Huron
402	Dunn, John Norman	Wessington
403	Dunn, Walter Burdette	Wessington
221	Fountain, Earl Le Roy	Hitchcock
222	Fountain, Howard Holman	Hitchcock
233	Hayenga, Vera Frances	Melham
245	James, Orla Ray	New Waverly, Ind.
363	Keeler, Lee N	Fairmont, Minn.
256	Leahy, Nora Eileen	Huron
260	Lockwood, Lulu Lee	Huron
271	Mueller, Edwin Benjamin	Ree Heights
272	Mund, Angeline Leratta	Huron
285	Putman, Ina Alma	Oahe
423	Rowen, Gladys Vivian	Wessington
424	Rowen, Bernice B	Wessington
435	Stevens, Lenna	Huron
356	St. Pierre, John Henry	Wagner
306	Sutton, Edith May	Huron
315	Tollefson, Thelma Lillian	Bonilla
486	Welch, Lawrence Alonzo	Gettysburg
330	Worth, Helen Elsie	Gettysburg
502	Zell, Frederica	(25) Huron

MUSIC

VOICE

429	Babbitt, Adele	Huron
332	Betts, Lawrence Steele	Huron
196	Bullock, John	Huron
198	Carroll, Helen Marjorie	Huron
204	Clarke, Alfra Ellen	Huron
449	Cole, Walton E	Lemmon
416	Costain, George H	Huron
208	Cox, John Oscar	Huron
496	Doner, Mrs. R. D.	Huron
417	Doner, Ralph Douglas	Huron
497	Edwards, Lucile	Capa
224	Friemark, Hilda	St. Lawrence
517	Gordier, E.	Huron
226	Gough, Ethel Irene	Canova
238	Hightshoe, Agnes Myrtle	Okaton
241	Holton, Verl Alred	Huron
245	James, Orla Ray	New Waverly, Ind.
263	Lumbard, Erma A	Kimball
264	Lyon, Dora H	Huron
274	Murphy, Edna Veronica	Iroquois
275	McArthur, Mary Adeline	Harrold
394	McEwen, Mildred	Huron
276	McMillan, Golda Eugenia	Alpena
282	Phillips, Ethel Beatrice	Huron

298	Smith, Fayette Marston	Huron
300	Smith, Percy L	Sioux City, Iowa
301	Speirs, Mary Phyllis	Ree Heights
428	Stratton, Mrs. Ray A	Huron
318	Turner, Blanche	Woonsocket
357	Vandervoort, Gertrude Marie	Hitchcock
344	Williams, John Raymond	(31)..McIntosh

PIANO

446	Ayres, Bertha	Huron
345	Anderson, Julia	Huron
339	Anderson, Mary Enola	Huron
177	Bailey, Elizabeth Louise	Huron
180	Bangs, Loie Janette	Huron
331	Berrien, Georgiette	Huron
185	Betts, James Gordon	Huron
186	Bialas, Edith L	Huron
187	Birks, Lois	Huron
334	Brewer, Winifred Caryl	Woonsocket
192	Brown, Elisabeth Holland	Huron
347	Brown, Elizabeth	Huron
349	Brown, Marion	Huron
373	Bruemmer, Ada Anona	Huron
195	Bryan, Elizabeth Jane	Huron
490	Buck, Muriel	Huron
509	Cannon, Lucy May	Huron
199	Cary, Edith Marie	Scotland
200	Cary, Ethel May	Scotland
515	Chaffee, Paul R	Huron
384	Chase, Catherine	Huron
202	Chenoweth, Leone	Huron
204	Clarke, Alfra Ellen	Huron
386	Clarke, Ruth Agnes	Huron
449	Cole, Walton E	Lemmon
512	Cook, Lorna	Huron
366	Costain, Donald George	Huron
494	Costain, Marjorie	Huron
514	Crandall, Mrs. P. J	Huron
404	De Rouchey, Delos M	Huron
430	Dietrich, Cuma May	Huron
212	Dodsley, Katherine Eloise	Huron
491	Dodsley, Mrs. Marguerite	Huron
496	Doner, Mrs. Josephine Byers	Huron
495	Dotson, Thelma	Huron
497	Edwards, Lucile	Capa
409	Ellis, Mayme	Huron
367	Ericson, Elsie	Mandan, N. Dak.
215	Fennessey, Edwin	Huron
218	Foley, Ethelyn	Huron
219	Fortune, Ingrid Lorraine	Huron
220	Fortune, Iona Jane	Huron
351	Fritts, Emma	Huron
498	Frost, John	Huron
499	Frost, Maxine	Huron
368	Fugleberg, Mrs. Amelia	Huron
433	Gitchell, Lois	Huron
226	Gough, Ethel Irene	Canova

231	Halpern, Leon	Huron
503	Hawking, Carol	Huron
234	Hebel, Muriel Ann	Goodwin
238	Hightshoe, Agnes	Okaton
516	Hollister Merle	Huron
240	Holton, Keith H	Huron
484	Hutchinson, Gladys	Huron
431	Johns, Mercedes	Huron
251	Knapp, Clara May	Bonilla
259	Lindsey, Ruby Irene	Huron
261	Long, Margaret	Huron
440	Lowe, Matilda	Huron
264	Lyon, Dora	Huron
500	Mall, Willa	Huron
273	Murphy, Claire	Iroquois
276	McMillan, Golda Eugenia	Alpena
506	Otto, Lucille Maria	Huron
465	Pasek, Dwight	Huron
282	Phillips, Ethel Beatrice	Huron
434	Pier, Lulah	Huron
284	Purves, Elizabeth	Tracy, Minn.
286	Ramer, Sarah	Huron
287	Randolph, Richard Watson	Cheyenne Agency
288	Reinke, Myrtle	Huron
289	Ripley, Marguerite Lambie	Gettysburg
424	Rowen, Bernice B	Wessington
423	Rowen, Gladys Vivian	Wessington
355	Seaton, Frances	Huron
297	Sievers, Frances	Huron
299	Smith, Olga Maud	Huron
303	Stahl, Mary	Huron
304	Stahl, Rose	Huron
492	Stockwell, Wanda Gladys	Huron
306	Sutton, Edith	Huron
307	Sutton, Florence	Huron
311	Thatcher, Howard	Huron
518	Tichenor, Lillian	Huron
315	Tollefson, Thelma Lillian	Bonilla
317	Tschetter, Elizabeth S	Yale
318	Turner, Blanche	Woonsocket
413	Wright, Evelyn	Huron
414	Wright, George	(90) Huron

PIANO—CLASS

447	Bankert, Max	Huron
482	Bauman, Evelyn	Huron
480	Blume, Roberta	Huron
448	Camp, Myrl Edwin	Huron
436	Cole, John William	Huron
487	De Hart, Mildred	Huron
483	Doty, Georgia	Huron
450	Drinkwater, Doris	Huron
451	Edenburn, Goldie	Huron
438	Gilchrist, Dorothy	Huron
439	Gilchrist, Marjorie	Huron
452	Gilland, Harry	Huron
453	Given, Joseph	Huron

454	Given, William	Huron
455	Goodlander, Irene	Huron
456	Hagedorn, Erwin	Huron
457	Harvey, Florence	Huron
388	Henderson, Olivia	Huron
458	Hoppel, Ruth	Huron
504	Jaehn, Leah	Huron
505	Kvinge, Oscar	Huron
459	Lehfeldt, Martha	Huron
440	Lowe, Matilda	Huron
513	Lytle, Herbert	Huron
460	Middaugh, Nellie	Huron
461	Munson, Theodore	Huron
462	Needham, Carol	Huron
463	Needham, Mildred	Huron
464	Olsen, Richard	Huron
466	Peterson, George	Huron
467	Poole, Jack	Huron
441	Richards, Frank Jackson	Huron
469	Schott, Jack	Huron
468	Schram, Edna Belle	Huron
470	Schram, Myrtle	Huron
471	Schreck, Emma Pauline	Huron
443	Sherman, Melissa	Huron
473	Stack, Maynard	Huron
474	Swanson, Blanche	Huron
481	Swoboda, Frances	Huron
475	Teeple, Margaret	Huron
508	Tobin, Mabel	Huron
444	Tolmie, William	Huron
476	Troupe, Evelyn	Huron
478	Voltz, Richard Joseph	Huron
479	Walsh, Evelyn	(47)..Huron

VIOLIN

346	Bandy, Helen Viola	Huron
383	Blume, Frieda Louise	Huron
415	Bowlds, Joseph	Huron
334	Brewer, Winifred Caryl	Woonsocket
348	Brown, Frederica	Huron
205	Cloyd, Sarah Carroll	Huron
381	Davis, Adah	Huron
376	Ellis, Roy	Huron
510	Fahrendorf, Lester	Huron
387	Farmer, Mary Irene	Huron
377	Fuglesang, Leonard	Huron
374	Gamble, George	Huron
442	Garrett, Mrs. Glenn	Huron
340	Gilland, Everett	Huron
370	Goodrich, Lloyd	Huron
341	Gunn, Lucile Margaret	Huron
405	Halpern, Joseph	Huron
375	Harmon, Elmira Loretta	Huron
352	Hatfield, Esto	Huron
411	Hobart, Leon	Hitchcock
242	Hopkins, Lyle	Huron
353	Light, Dora	Huron

392	Lindsey, William		Huron
264	Lyon, Dora H		Huron
393	Merritt, Hulian		Huron
371	Middaugh, Orra A		Huron
274	Murphy, Edna Veronica		Iroquois
342	Myers, Ralph		Huron
396	Olson, Harold		Huron
382	Olsen, Stanley		Huron
488	Renshaw, Arnold Franklin		Cavour
372	Roberts, Irene Viola		Huron
354	Roberts, Vera Irene		Huron
397	Sackett, Thelma Iola		Wolsey
379	Schroeder, Myrtle Florence		Huron
410	Sechler, Alpha		Huron
472	Smith, Mrs. Lois		Huron
507	Stahl, Jacob		Huron
305	Strobel, George A		Canova
308	Sutton, Raymond		Huron
445	Urquhart, Mrs. D. F		Huron
422	Utterback, Christine		Huron
380	Womacks, Mildred Elizabeth	(43)	Huron

VIOLIN—CLASS

419	Crawford, Harold Lawrence		Huron
388	Henderson, Olivia		Huron
420	Hoppel, Kenneth William		Huron
244	Howard, Lowell Edmond		Huron
389	Jorgensen, Obert Theodore		Huron
390	Keairns, Ethel Ione		Huron
412	Mapes, Lester		Huron
395	McKinney, Glen Arthur		Huron
397	Sackett, Thelma Iola		Wolsey
398	Sheetz, Donald		Huron
421	Stone, Mildred Adelaide		Huron
399	Tolmie, Randolph	(12)	Huron

EXPRESSION

172	Ackerman, Lenita Bernice	Huron
179	Bangs, Blanche E	Huron
401	Barnes, Della F	Huron
182	Beall, Gladys R	Cavour
188	Birks, Marie	Huron
334	Brewer, Winifred Caryl	Woonsocket
195	Bryan, Elizabeth Jane	Huron
199	Cary, Edith Marie	Scotland
200	Cary, Ethel May	Scotland
201	Challacombe, Rosalie	Huron
385	Chase, Jane	Huron
203	Chesire, Edna	Huron
437	Costain, Helen	Huron
208	Cox, John Oscar	Huron
211	Davis, Margaret D	Huron
230	Hagen, Mary B. G	Huron
431	Johns, Mercedes	Huron
391	Leepy, Frances M	Huron
263	Lumbard, Erma	Kimball
266	Mason, Margaret	Huron
273	Murphy, Claire	Iroquois

427	McNally, Ione		Huron
489	Rother, Hildegard		Huron
423	Rowen, Gladys Vivian		Wessington
316	Tormohlen, Mrs. Lalla Rookh	(25)	Huron

CORNET

208	Cox, John Oscar		Huron
426	Georgia, Donald		Huron
511	Hurd, Ruth	(3)	Huron

HARMONY

186	Bialas, Edith		Huron
192	Brown, Elisabeth Holland		Huron
208	Cox, John Oscar		Huron
238	Hightshoe, Agnes		Okaton
263	Lumbard, Erma A		Kimball
264	Lyon, Dora H		Huron
281	Palm, Bernard Lawrence		Huron
289	Ripley, Marguerite Lambie		Gettysburg
493	Sweet, Carl		Huron
357	Vandervoort, Gertrude Marie	(10)	Hitchcock

ANALYSIS

334	Brewer, Winifred Caryl		Woonsocket
282	Phillips, Ethel Beatrice		Huron
357	Vandervoort, Gertrude Marie	(3)	Hitchcock

HISTORY OF MUSIC

205	Cloyd, Sarah Carroll		Huron
212	Dodsley, Katherine Eloise		Huron
264	Lyon, Dora H		Huron
289	Ripley, Marguerite Lambie	(4)	Gettysburg

COUNTERPOINT

334	Brewer, Winifred Caryl		Woonsocket
240	Holton, Keith H		Huron
270	Mills, Winifred Joyce		Huron
282	Phillips, Ethel Beatrice	(4)	Huron

APPRECIATION

172	Ackerman, Lenita		Huron
201	Challacombe, Rosalie		Huron
425	Chenoweth, Doris Achsa		Huron
204	Clarke, Alfra Ellen		Huron
210	Crerar, Alice		Wessington Springs
230	Hagen, Mary B. G.		Huron
240	Holton, Keith H		Huron
267	Matejka, Sylvia		Huron
273	Murphy, Claire		Iroquois
280	Ohman, Helene		Huron
287	Randolph, Richard Watson		Cheyenne Agency
343	Randolph, Roland T		Cheyenne Agency
305	Strobel, George A	(13)	Canova

PUBLIC SCHOOL MUSIC

282	Phillips, Ethel Beatrice	(1)	Huron

BASKETRY

334	Brewer, Winifred Caryl		Woonsocket

199	Cary, Edith Marie	Scotland
203	Chesire, Edna	Huron
226	Gough, Ethel Irene	Canova
238	Hightshoe, Agnes Myrtle	Okaton
263	Lumbard, Erma A	Kimball
282	Phillips, Ethel Beatrice	(7) Huron

1920 SUMMER SCHOOL STUDENTS

1	Aamold, Mary Annie	Altamont
2	Adams, Faye Ruth	Hutchinson, Minn.
3	Allen, Carroll M	Sergeantsville, N. J.
4	Allison, Zora G	Wolsey
5	Anderson, Mary Enola	Huron
137	Baker, Alice Marie	Carpenter
6	Bandy, Dorothy	Huron
131	Bandy, Helen Viola	Huron
7	Bangs, Loie	Huron
8	Barnes, Della F	Huron
9	Barnes, Katherine	Huron
142	Baum, Martha	Huron
143	Beard, Bertha A	Carthage
130	Bell, Mary	Huron
10	Berry, Goldie A	Philip
11	Berry, Mary E	Philip
12	Bloemendaal, Dick Cornelius	Clear Lake
13	Bonesteel, Vanita	Huron
14	Brandmire, Rachel Irene	Huron
138	Braskamp, Jodie Deborah	Huron
15	Brewer, Winifred Caryl	Woonsocket
16	Brown, Helen M	Carthage
17	Bruemmer, Anona Ada	Huron
18	Buchanan, Lucy B	Rapid City
19	Chenoweth, Doris Achsa	Huron
20	Chenoweth, Leone	Huron
21	Clay, Irene	Bancroft
22	Clay, Louise B	Bancroft
160	Coldren, Harriett	Huron
144	Cole, Gladys	Huron
23	Cotton, Alcinda	Miller
24	Cox, John Oscar	Huron
25	Crawford, Lizzie M	De Smet
26	Crawford, Neva E	De Smet
27	Culver, Edith Ethel	Cavour
28	Dalrymple, Louise	Wolsey
29	Dexter, Edward Clifford	Huron
30	Dickinson, Consuelo Margaret	Huron
31	Dodsley, Katharine E	Huron
32	Duesler, Hallie	Wolsey
161	Ellis, Roy	Huron
33	Ely, Grayce	Wolsey
34	Farmer, Enid	Miller
162	Farrell, Mary	Huron
35	Fehlman, Geraldine	Frankfort
36	Finley, Margaret	Carthage
37	Frahm, Irene L	Miller
38	Gamble, Edith M	Huron
150	Gardner, Ethel Mae	Huron

39	Georgia, Donald	Huron
139	Gilland, Everett Leslie	Huron
40	Going, Rev. Walter G	Midland
151	Goldsworthy, Mrs. Mabel	Huron
152	Gooding, Lucile	Wolsey
41	Goodlander, Ellen	Huron
42	Goodrich, Ruth Alice	Mo. Valley, Iowa
43	Graham, Marguerite	Wolsey
44	Groom, Della	Huron
45	Gunn, Elizabeth	Huron
140	Gunn, Lucille Margaret	Huron
46	Haas, Hattie M	Huron
47	Hannum, Nancy Jane	Huron
49	Hansen, Agnes	Bonilla
145	Harmon, Elmira	Huron
170	Hatfield, Esto	Huron
48	Higgins, Lyla Jean	Hutchinson, Minn.
168	Hillis, Marjorie	Alpena
50	Hines, Larry	Onida
51	Hines, Lysle E	Ree Heights
157	Holton, Keith	Huron
52	Humphrey, Elsie M	Clark
53	Hurst, Effie	Bonilla
54	Hutchinson, Amy L	Huron
55	Jacobsen, Etta	Miller
56	Jansen, Ella	Letcher
158	Jenney, Adeline M	Valley Springs
57	Johnson, Laura Westcott	Huron
58	Jones, Florence Irva	Lake Andes
59	Kelley, Minnie L	Willow Lake
169	Kief, Stella	Huron
61	Kirk, Beth	Huron
60	Knickrehm, Ruth	Hitchcock
62	Koch, Paul G	Steeleville, Ill.
63	Lacy, Gladys L	Estelline
64	Lafferty, Edith Eugene	Huron
65	Lampe, F. Elizabeth	Huron
66	Launspach, Alberta Mae	Huron
67	Launspach, John A	Huron
68	Leonard, Korea	Wolsey
69	Leonard, Zelda	Wolsey
132	Light, Dora Catherine	Huron
70	Light, Mary E	Huron
71	Lindsey, Ruby	Huron
164	Loftus, Madeline	Lebanon
72	Lund, Rikka Geneva	Wessington
146	Lynch, Grace	Alpena
147	Lyon, Dora	Huron
133	Lyon, Esther D	Huron
73	Maass, Ella	Cavour
156	Madsen, Florence M	Carpenter
74	Mann, Gladys	Huron
75	Marks, Doris Margaret	Tyndall
76	Marks, Marian Gladys	Tyndall
77	Marquardt, Mrs. Mary	Huron
78	Mason, Margaret	Huron
79	Mathern, Lorna P	Huron

80	Matson, Carrie	Huron
153	Mendenhall, Lillian	Huron
81	Meyer, Alice	Cavour
82	Meyer, Maybelle	Huron
134	Middaugh, Orra	Huron
83	Moeller, Anna	Iroquois
84	McConnell, Dorothy	Salem
85	McDaniel, Gladys E	Huron
86	McDonald, Irma E	Huron
167	McIlvaine, Evelyn	Huron
87	McNamara, Florence Grace	Highmore
88	Nelson, Berdina Mable	Carthage
89	Nelson, Mary Olive	Carthage
90	Nelson, Tilda Jeanette	Carthage
91	O'Neal, Elva Pauline	Wessington
92	Osborn, Alice Lavina	Carpenter
93	Ott, Genevieve	Iroquois
94	Parker, Kenneth Hugh	Suring, Wis.
154	Petersen, Hulda	Gann Valley
95	Phillips, Ethel Beatrice	Huron
96	Pierce, Cleone	Ree Heights
97	Pratt, Grace Fern	Highmore
98	Pratt, Nina	Highmore
99	Presnell, Gail	Hill City
100	Prior, Lillian P	Ortonville, Minn.
101	Ray, Mrs. H. F.	Huron
159	Reese, Gwyneth	Huron
149	Reese, Mildred Claire	Huron
141	Roberts, Irene Viola	Huron
165	Rouvenac, Edna	Onida
102	Ruark, Leona Ruth	Huron
103	Russell, Julia	Huron
104	Saathoff, Joseph H	Trenton, Ill.
105	Schafer, Fred G	Huron
106	Schlaefli, Alma Lora	Yankton
107	Schlaefli, Ida Louise	Yankton
108	Shock, Martha	Highmore
109	Schultz, Elva A	Iroquois
135	Sechler, Alpha May	Huron
110	Sievers, Frances	Huron
171	Skinner, Marie H	St. Lawrence
111	Smith, Cecelia M	Carthage
112	Smith, Olga Maud	Huron
114	Steuerwald, F. P.	Wolsey
113	Steuerwald, Viola	Wolsey
115	Stevens, Elva Jewell	Huron
116	Sutton, Jeanie E	Laurel
117	Tait, Frances	Huron
118	Todd, Dorothy A	Huron
119	Toovey, Norma L	Iroquois
120	Tormohlen, Mrs. L. R	Elnora, Ind.
166	Trow, Amy V	Alpena
148	Tryon, Clara	Highmore
121	Walraven, Bessie Leona	Huron
163	Walz, Hilda	Huron
122	Warren, Leah	Huron
123	Wells, Myrtle Virginia	White Lake

155	Willard, Mrs. Arla E		Huron
124	Williams, Orpha M		Miller
125	Willoughby, Mary Lula		Midland
136	Womacks, Mildred		Huron
126	Woodford, Grace M		Woonsocket
127	Worrall, Mary		Alpena
128	Wright, George, Jr.		Huron
129	Young, Elmer R	(171)	Huron

SUMMARY OF STUDENT REGISTRATION FOR TWENTY YEARS

Continued on following page

Departments	1898 1899	1899 1900	1900 1901	1901 1902	1902 1903	1903 1904	1904 1905	1905 1906	1906 1907	1907 1908	1908 1909	1909 1910	1910 1911	1911 1912	1912 1913	1913 1	1914 1915	1915 1916	1916 1917	1917 1918
College..	4	8	10	12	16	15	24	30	24	40	54	47	69	74	75	90	112	127	138	112
Academy	38	42	53	44	57	56	43	38	44	90	93	91	78	64	63	55	69	74	56	44
Normal.	23	29	17	42	41	59	34	40	34	34	22	18	*	*	*	*	*	*	*	*
Business.	41	39	42	57	75	59	66	73	56	85	102	115	98	32	49	64	38	67	24	9
Music...	42	42	37	44	46	69	54	54	71	102	105	72	179	93	69	66	115	116	133	149
Art.....	....	....	....	....	....	....	19	10	....	....	....	....	23	....	....	....	....	....	....	....
Elocution	....	....	63	37	....	12	....	7	....	....	25	11	19	114	....	....	....	....	....	....
Night School	....	....	....	14	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Summer School	....	....	....	67	72	64	72	100	88	138	152	160	185	228	194	196	205	205	183	151
Less Duplicates	12	4	53	60	41	31	27	19	35	74	87	75	137	121	62	73	86	117	91	103
Net Total	136	156	169	257	266	293	290	333	282	415	466	436	488	484	388	398	453	472	443	392

*All Normal students are classified with their respective classes in the Academy and the College Departments

SUMMARY OF STUDENT REGISTRATION FOR THIRD DECADE

Continued from previous page

Departments	1918 1919	1919 1920	1920 1921
College...	136	121	106
Academy	38	53	66
Normal...	*	*	*
Business.	105	46	....
Music.....	131	185	232
Art........	....	....	....
Elocution	....	....	....
Night School	....	....	....
Summer School	96	153	171
Less Duplicates	150	156	100
Net Total	356	402	475

*All Normal students are classified with their respective classes in the Academy and the College Departments

Summary for 1920-1921

COLLEGE

Seniors	12		
Juniors	11		
Sophomores	24		
Freshmen	58		
Special	1	106	

ACADEMY

Fourth Year	13		
Third Year	14		
Second Year	14		
First Year	25	66	

NORMAL

All Normal students are classified with their respective classes in the Academy and the College departments.

BUSINESS

All Business students are classified with their respective classes in the Academy and the College departments.

MUSIC

Piano	90		
Violin	43		
Voice	31		
Theoretical Subjects	34		
Piano, Children's Class	46		
Expression	25		
Public School Music	1		
Cornet	3		
Violin, Children's Class	12		
Basketry	7		
Less Duplicates	60	232	
Grand Total			404
Less Duplicates			57
Net Enrollment Sept., 1920, to June, 1921			347

SUMMER SCHOOL OF 1920

Total Registrations		171	
Demonstration School, (not included in the total)		94	
Less duplicates counted in preceding departments		43	128
NET TOTAL for the year			475

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JUN 28

CATALOGUE
HURON COLLEGE

HURON, SOUTH DAKOTA

JUNE 1922
ANNOUNCEMENTS FOR
1922-23

THE TWENTY-SECOND
ANNUAL CATALOGUE
OF
HURON COLLEGE

HURON, SOUTH DAKOTA

1922 - 1923

Vol. XXII HURON COLLEGE BULLETIN No. 1
JUNE 1, 1922

Entered as Second-Class Mail Matter, April 8, 1911, at the postoffice at Huron, South Dakota, under Act of July 16, 1894

College Calendar

1922

COMMENCEMENT WEEK

June	9	Friday	8:30 p. m.	Chas. E. DeLand Senior Prize Medal Contest in Oratory
June	11	Sunday	10:30 a. m.	The Baccalaureate Sermon
			8:00 p. m.	The Address before the Christian Associations
June	12	Monday		Final Examinations Close
June	12	Monday	8:30 p. m.	School of Music Recital
June	13	Tuesday	10:30 a. m.	Academy Graduation Exercises
			8:30 p. m.	Senior Class Play
June	14	Wednesday	10:00 a. m.	Annual Meeting of Board of Trustees Exercises
June	15	Thursday	10:30 a. m.	Twenty fourth Annual Commencement

SUMMER SESSION

June	19	Monday	10:00 a. m.	Registration
June	20	Tuesday	7:45 a. m.	Classes Begin
July	4	Tuesday		National Holiday
July	29	Saturday		Summer Session Closes

FIRST SEMESTER

Sept.	16	Saturday	9:00 a. m.	Registration of Students from Huron
Sept.	18	Monday	9:00 a. m.	Registration of all Other Students
Sept.	19	Tuesday	8:00 a. m.	Registration Continued
			2:00 p. m.	Opening Exercises in Chapel
Sept.	20	Wednesday	8:00 a. m.	Regular Class Exercises Begin
Sept.	26	Tuesday		Founders' Day
Nov.	30	Thursday		Thanksgiving Day Recess
Dec.	21	Thursday	4:30 p. m.	Christmas Holidays Begin

1923

Jan.	3	Wednesday	8:00 a. m.	Class Exercises Resume
Jan.	12	Friday		F. H. Kent Contest in Oratory
Jan.	31	Wednesday		Mid-year Examinations Begin
Feb.	3	Saturday		Mid-year Examinations Close
Feb.	3	Saturday	4:30 p. m.	End of First Semester

College Calendar

Continued

1923

SECOND SEMESTER

Feb.	5	Monday		Registration Completed
Feb.	6	Tuesday		Second Semester Begins
April	5	Thursday	4:30 p. m.	Spring Recess Begins
April	10	Tuesday	8:00 a. m.	Class Exercises resume
May	3	Thursday		Annual Election of Officers of Students' Association.
May	4	Friday		The Smith Extemporaneous Speaking Contest
May	4	Friday		Louis K. McClymonds Scholarship Examination
May	18	Friday		The Thomas Maynard Declamation Contest
May	24	Thursday	4:00 p. m.	Senior Examinations Completed
May	30	Wednesday		Memorial Day
May	31	Thursday		Final Examinations Begin

COMMENCEMENT WEEK

June	1	Friday	8:30 p. m.	Chas. E. DeLand Senior Prize Medal Contest in Oratory
June	3	Sunday	10:30 a. m.	The Baccalaureate Service
			8:00 p. m.	The Address Before the Christian Associations
June	4	Monday		Final Examinations Close
June	4	Monday	8:30 p. m.	School of Music Recital
June	5	Tuesday	10:30 a. m.	Academy Graduation Exercises
June	5	Tuesday	8:30 p. m.	Senior Class Play
June	6	Wednesday	10:00 a. m.	Annual Meeting of Board of Trustees
June	7	Thursday	10:30 a. m.	Twenty fifth Annual Commencement

SUMMER SESSION

June	11	Monday		Registration
June	12	Tuesday	7:45 a. m.	Classes Begin
July	4	Wednesday		National Holiday
July	21	Saturday		Summer School Closes

College Calendar for 1922-23

1922 SEPTEMBER 1922

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1922 OCTOBER 1922

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1922 NOVEMBER 1922

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1922 DECEMBER 1922

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1923 JANUARY 1923

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1923 FEBRUARY 1923

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

1923 MARCH 1923

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1923 APRIL 1923

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1923 MAY 1923

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1923 JUNE 1923

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1923 JULY 1923

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1923 AUGUST 1923

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	3	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Board of Trustees

TERM EXPIRING IN OCTOBER, 1922

Rev. A. C. McCauley	Bridgewater, South Dakota
Hon. Coe. I. Crawford	Huron
Mr. A. K. Gardner	Huron
Rev. Jas. A. G. Waits	Brookings, South Dakota
Rev. H. M. Gage, LL. D	Cedar Rapids, Iowa
Mr. G. W. Wright	Huron
Rev. C. H. French, LL. D	Hastings, Nebraska
Rev. Wm. E. Roberts	Champaign, Illinois
Mr. F. R. Brumwell	Huron
Mr. A. M. Haskell	Huron

TERM EXPIRING IN OCTOBER, 1923

Mr. H. H. Curtis	Castlewood, South Dakota
Mr. George C. Fullenweider	Huron
Rev. D. M. Butt	Aberdeen, South Dakota
Mr. F. D. Greene	Miller, South Dakota
Rev. H. P. Carson, D. D	Huron
Mr. W. S. Given	Britton, South Dakota
Rev. Jesse P. Williamson	Greenwood, South Dakota
Mr. L. H. Pier	Huron

TERM EXPIRING IN OCTOBER, 1924

Mrs. John L. Pyle	Huron
Hon. A. W. Campbell	Aberdeen, South Dakota
Mr. T. J. Harvey	Huron
Mr. W. S. Hill	Mitchell, South Dakota
Mr. W. H. T. Foster	Sioux Falls, South Dakota
Hon. A. E. Taylor	Huron
Mr. E. H. Grant	Huron
Mr. J. H. Farnsworth	Hurley, South Dakota
Mr. E. B. Lumbard	Kimball, South Dakota
Rev. J. W. Christianson	Watertown, South Dakota
Rev. George Shannon McCune, Ex-Officio	Huron

Officers of the Board

A. K. Gardner	President
Coe. I. Crawford	Vice-President
H. P. Carson	Secretary
J. I. Pasek	Treasurer

EXECUTIVE COMMITTEES

A. K. Gardner	Chairman
H. P. Carson	Secretary

Coe I. Crawford, G. W. Wright, L. H. Pier, T. J. Harvey, F. R. Brumwell, Mrs. J. L. Pyle, George C. Fullenweider, George S. McCune, Ex-officio.

FINANCE

George C. Fullenweider, F. R. Brumwell, A. K. Gardner.

FACULTY

H. P. Carson, Mrs. J. L. Pyle, Coe I. Crawford.

BUILDING AND GROUNDS

George W. Wright, T. J. Harvey, Mrs. J. L. Pyle, F. R. Brumwell.

PURCHASING

T. J. Harvey, L. H. Pier, Mrs. J. L. Pyle, H. P. Carson.

Faculty

(For 1921-22)

COLLEGE

GEORGE SHANNON McCUNE, A. M., D. D.
President, Philosophy

HOMER A. HILL, A. M.
Dean, Biology

ELISABETH M. REID, Ph. B.
English

WILLIAM L. NOTESTEIN, A. M., D. D.
Greek, Latin

ELLA McINTIRE, B. L. S.
Librarian

FREDERIC B. OXTOBY, A. M., B. D., D. D.
Biblical Literature and Religious Education

LOUISE FRENCH, A. M.
Latin

HAROLD G. LAWRANCE, A. M.
Education, Psychology

DAVID R. McGREW, A. B.
Speech Education, English

RALPH D. DONER, A. M.
Mathematics, Physics

V. O. PETERSON, A. M.
Chemistry

PAUL E. JACOB, Lic. e's Lettres,
French, Spanish

DANIEL J. GAGE, A. B.
History, Economics

BESSIE HATCH, A. B.
Physical Training for Women, Dramatics

JOSEPH B. ROYSE, A. B.
Physical Training for Men,

FACULTY, *Continued*

ACADEMY

FRED R. PLATT, Ph. B.
Science

LOUISE FRENCH, A. M.
Latin

FREDERIC B. OXTOBY, A. M., D. D.
Bible

MARY BELL, A. B.
History

ELIZABETH PURVES, A. B.
Mathematics, Assistant Librarian

MRS. HAROLD G. LAWRANCE, A. B.
English

JOSEPH B. ROYSE, A. B.
Physical Training, Economics

MAUDE STEPHENSON, A. B.
Commercial Subjects

SCHOOL OF MUSIC

HERBERT M. BAILEY
Director, Voice

GRACE B. FINLEY
Piano, Normal Training

LUCY MAY CANNON, A. B.
Violin, Public School Music, Musical History

BESSIE HATCH, A. B.
Expression

MILDRED I. ROBBINS, B. M.
Piano, Organ, Theory

WINIFRED BREWER
Assistant in Violin

ADMINISTRATIVE OFFICERS

GEORGE SHANNON McCUNE
President

HOMER A. HILL
Dean

MARY BELL
Dean of Women

JOHN I. PASEK
Treasurer and Business Manager

LILLIAN LONGSTAFF RITCHEY
Office Secretary and Registrar

CHARLES R. MILLER
Field Secretary

ELSIE McMILLAN
Bookkeeper and Office Stenographer

MABEL COLE
Office Assistant

DAVID R. McGREW
Secretary of the Faculty

MARY E. SCRUBY
House Mother of Elizabeth R. Voorhees Dormitory

OTHER REGULAR EMPLOYEES

GEORGE W. GRATTAN
Manager Printing Department

JAMES N. CHALLACOMBE
Engineer Heating and Lighting Plant

HARRY A. SUNDAY
Janitor Ralph Voorhees Hall

E. E. BROOKING
Fireman at Heating Plant

STANDING COMMITTEES OF THE FACULTY

For 1921-1922

Administration
Hill, Reid, Notestein, McIntire, Lawrance, Bell, McGrew

Absence
Hill, Bell

Athletics and Gymnasium
Hill, Royse, Hatch, Doner, Jacob

Courses
McIntire, Reid, Ritchey, Lawrance, Bailey, French, Peterson

Curriculum
Notestein, Reid, Lawrance, McIntire, Oxtoby, Peterson

Library and Literary Work
Notestein, Reid, McIntire, Oxtoby, Peterson, Gage

Public Entertainments, Social Functions
Bell, Oxtoby, Cannon, Hatch, Doner

Scholarships and Student Aid
McCune, Reid

Student Publications and Forensics
McGrew, McIntire, Bell

Catalogue
Notestein, Bailey, Ritchey, French

Appointment
McCune, Lawrance

Religous Life and Work
Oxtoby, Bell, Royse

Historical Statement

THE College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson, to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Findley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town, for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

On December 4th, 1905, the down-town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was completed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings, giving the College a splendid property. (The $100,000 was given as an annuity).

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees, followed with conditional offers or gifts. On May 25th, 1911, The General Education Board, of New York City, offered to give $100,000 on

condition that the total endowment should be made $500,000. On November 11, 1911, the half-million-dollar subscription was completed. The $500,000 Endowment was actually realized on July 31, 1916, and the funds invested in farm mortgages. Since that time the Endowment Fund has increased to $580,000.

Presidents of Pierre University and Huron College

Rev. Thomas M. Findley (Pierre)	1883-1884
William M. Blackburn, D. D.	1884-1898
Calvin H. French, D. D. LL. D. (Huron)	1898-1913
Harry Morehouse Gage, A. M., LL. D	1913-1920
George Shannon McCune, A. M., D. D	1921

Chronology

April 26, 1883	Articles of Incorporation were adopted by the Dakota Presbytery during the spring meeting held at Huron, South Dakota.
July 6, 1883	This institution began as "The Presbyterian University of Southern Dakota" and was incorporated under that name July 6, 1883, by the Presbytery of Southern Dakota, which then included all that part of Dakota Territory south of the 46th parallel of North Latitude. The Articles of Incorporation were adopted on April 26, 1883, by the Presbytery during the spring meeting held at Huron, South Dakota.
Sept. 26, 1883	The institution opened September 26, 1883, in Pierre, South Dakota, in a frame building which had just been completed for that purpose. Rev. Thomas M. Findley was president.
Oct. 11, 1884	The Synod of South Dakota accepted the institution from the Presbytery and incorporated it as "Pierre University."
Oct. 10, 1885	Rev. Wm. M. Blackburn, D. D., LL. D., was inaugurated president.
June 1, 1887	Frank A. Farrar, **first college graduate,** was graduated with the degree of A. B.
June 2, 1898	Pierre University and Scotland Academy were merged into Huron College and located at Huron, South Dakota.
June 24, 1898	The resignation of Rev. Wm. M. Blackburn, D. D., LL. D., as president was accepted and Rev. Calvin H. French A. M.was elected president.
Sept. 20, 1898	First term of school opened at the new location—Huron, South Dakota.

Dec. 29, 1898	Death of Dr. Blackburn at his home in Pierre, South Dakota.
1902	Campus of four blocks was offered by the Western Town Lot Company.
Jan. 22, 1903	Mr. Ralph Voorhees assigned to Huron College certain mortgage and other securities valued at $25,000.
Oct. 14, 1903	The name of the corporation was changed from "The Synod of South Dakota" to "Huron College."
1903	Ladies' College Association of Huron pledged $5,000 towards the construction of a girls' dormitory.
December, 1903	Mr. Voorhees offered $15,000 towards the completion of the new dormitory, which was named the Elizabeth R. Voorhees Dormitory for Girls.
Oct. 8, 1904	The Elizabeth R. Voorhees Dormitory for Girls, the first building erected on the new campus, was dedicated.
Feb. 7, 1905	Campus of four city blocks was deeded to Huron College by the Western Town Lot Company.
Nov. 7, 1905	The Trustees formally accepted Mr. Voorhees' offer of $100,000 annuity gift towards the construction of a new central building.
Dec. 4, 1905	The down-town building sold. (This building was originally built for a hotel in 1888 and later (1898) was bought by the citizens of Huron and given to the Trustees of the College.)
June 7, 1906	Laying of the corner stone of Ralph Voorhees Hall, the new central building.
Feb. 15, 1907	College work was transferred to the Ralph Voorhees Hall from the down-town rented rooms.
Oct. 5, 1907	Ralph Voorhees Hall, the new central building, was dedicated.
July 8, 1909	$15,000 was received from Dr. D. K. Pearsons as the beginning of a permanent endowment.
Nov. 11, 1909	James J. Hill pledged $50,000 towards an Endowment Fund of $250,000.
Mar. 25, 1911	Huron campaign for $50,000 towards an Endowment Fund of $500,000 was closed.
May 25, 1911	General Education Board pledged $100,000 towards an Endowment Fund of $500,000.
Nov. 11, 1911	Campaign for an Endowment Fund of $500,000 was closed successfully.
Sept. 30, 1913	Inauguration of Rev. Harry Morehouse Gage, A. M. as President of the College.
July 31, 1916	Collection of the $500,000 Endowment Fund completed.
Dec. 4, 1916	Oliver Memorial Fund of $15,000 received.
Dec. 6, 1919	$19,000 received by bequest of Mrs. Huldah Olwin Steele, to be added to the Endowment Fund.
Aug. 30, 1920	Rev. Harry Morehouse Gage, LL. D., resigned as President.
July 15, 1921	New Athletic field purchased by Board of Trustees.
Aug. 1, 1921	Rev. George Shannon McCune, A. M., D. D., accepted presidency of the College.
Nov. 29, 1921	Inauguration of Rev. George Shannon McCune, A. M. D. D. as President of the College.

Grounds, Buildings and Equipment

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercial work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors and the attic floor above, there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total capacity of two hundred and eighty-five horsepower. A hundred horse-power engine with a fifty kilowat, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group, and it is complete and modern in every respect.

THE LIBRARY

The library of Huron College occupies the two northeast rooms on the main floor of Ralph Voorhees Hall, with an additional basement stackroom just below the old stackroom and a storeroom on the third floor. The larger room on the main floor is used as a reading room and contains the reference books, current magazines, and newspapers.

At the close of the fiscal year August 31, 1921 the library contained 11,454 volumes catalogued and ready for use. This number does not include several hundred pamphlets and unbound magazines. Of the volumes added during the year 132 were gifts of publishing houses and friends of the college. The largest gift was from Mrs. William A. Giles of Chicago. Other friends who presented the library with two or more volumes are Mrs. Nellie Brusso, Prof. F. N. McNaughton Prof. Edwin Anders, and Professor D. R. McGrew.

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas, and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is equipped with specially made oak tables, each student's place being provided with gas and electricity. Much new apparatus has been added in recent years, and a thorough laboratory training is given with each course offered.

Biology—Much advanced work has been done in this department during the past year. New equipment has been added, enabling us to offer excellent work in this department.

MUSIC ROOMS

Twelve rooms at the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage, and, by means of the freight elevator, pianos on any floor are quite accessible for use in recitals or other public programs. Seventeen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gymnasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located, and a fair amount of gymnasium equipment is available.

A NEW PROPOSED GYMNASIUM BUILDING

The plans and specifications for the new gymnasium building are completed and the Trustees propose to have the construction of the building started as soon as it is practical. This is to be a large, commodious, and up-to-date gymnasium with all modern equipment. The building will cost approximately $125,000 and almost half this amount is now subscribed.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred other chairs when they may be needed. The woodwork here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and convenient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

THE COLLEGE PRESS

A complete job printing plant occupies the two south rooms on the ground floor of the Voorhees Hall. The plant was installed in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. A large amount of work is done, including The Huron Alphomega, the College Bulletin, many blanks and much miscellaneous printing. The work is in charge of a competent printer, who is assisted by students. From three or four to a dozen students are employed most of the time, according to the amount of work to be done. Boys and girls, with some knowledge of printing, and others who are willing to learn can earn considerable money, as assistants in this department.

General Information

The City of Huron—Huron offers many advantages as a college community. It is located near the center of the eastern half of the state, and according to the last census within a very few miles of the center of population. It has a population of about ten thousand and is rapidly growing. It is the division headquarters for the Dakota division of the Chicago and Northwestern Railway System. Division offices, large shops, a round house, and extensive freight yards are located here. Four lines of this railway radiate north, south, east and west from Huron, giving easy access to every part of the state. One of these lines has recently been extended two hundred miles to the westward into the Black Hills region, thus giving access to Huron from the entire western half of the state.

One line of the Great Northern Railway with connections to St. Paul and Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trade with the surrounding country and the smaller towns.

Organization and Government—The College is under the management of the Presbyterian Synod of South Dakota. The Synod elects the Trustees, who are divided into three classes which serve three years each. Two-thirds of them must be members of the Presbyterian church. This Board of Trustees appoints the Faculty and administers the affairs of the school. They meet statedly three times a year, and at other times on the call of the President of the Board. In the interval, an executive committee has charge of all college affairs.

Not a Sectarian College—The College is Presbyterian, but not sectarian. There is no teaching of denominational doctrine and no effort to influence students in behalf of the Presbyterian church rather than any other church which they or their friends may prefer. In its own locality the College receives sympathy and help from people of all denominations and from many of none. It opens its doors freely to all, asking only that they come with an earnest desire to learn and serve the truth.

Educational Standards—Huron College, considered as distinct from high schools and training schools on the one hand and graduate schools and professional schools on the other, aims to fulfill the essential functions of a college of liberal

arts. The mission of the College, aside from character building, for which definite provision is made, is intellectual. Graduates of Huron should be capable of the rational use of experience. They should have a grasp of the principles underlying the professions and the various phases of human relations.

The College strives to keep in touch with the best educational thought of the day and to associate itself with recognized leaders in the field of education. In January, 1915, Huron became a member of the newly organized Association of American Colleges, which promises to become a strong and good influence among colleges generally. In March, 1915, it was admitted to membership in the North Central Association of High Schools and Colleges. This endorsement by an association so widely known as the North Central will be highly valued by the friends and patrons of the College. It is a just recognition of the ideals and standards maintained by the institution.

The Academy and the School of Music are maintained primarily for the direct services which they are able to render to students enrolled in regular college courses and to those who are preparing for such courses. Furthermore, these schools are of service to the people of South Dakota by providing some training and education for many young people who cannot take a college course.

Normal courses leading to a State Certificate and a Life Diploma are provided for those who wish to teach. These are so correlated with the regular courses that the work can be credited toward graduation from College or Academy.

Bequests—A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College.."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment, that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

The General Board of Education—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904. Later it became the College Board. In 1918 a union of the Board of Education and the College Board was effected, the new board being the General Board of Education, with offices in New York City. The College Department of the General Board aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amounts for current expenses and large sums for endowments will be sought.

Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it. The College can not promise to obtain work for all needy students, but all the assistance possible will gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year. From four to six students with knowledge of printing or who are willing to learn and work steadily can earn considerable money in the College Printing Department. Students are paid by the hour, according to their ability.

STUDENT ORGANIZATIONS

Young Men's Christian Association—The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every week, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

The Association has expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of the Ralph Voorhees Hall. The use of this room has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A creditable representation has gone each year both to the summer conference and to the state convention.

Young Women's Christian Association—This Association works along lines similar to those followed by the Y. M. C. A. It is a center for much of the social life of the College. Its earnest religious purpose is never subordinated, however, to social interests. There are classes for Bible and Mission Study. Regular devotional meetings are held. There are occasional union meetings with the Y. M. C. A. Delegates are sent each year to the national conference and to the territorial convention. An earnest spiritual purpose characterizes the association and its influence stimulates and strengthens the religious life of the students.

Students' Association—This is an organization of the student body

including every student regularly enrolled in any department of the institution. Its object is to find convenient and effective methods by which all proper student enterprises and activities may be promoted and all improper influences and activities eliminated. Incidentally it furnishes some excellent opportunities for students and Faculty to co-operate in such efforts.

Literary Societies—Seven literary societies, conducted by students, under the general supervision of the Faculty, are in successful operation. In the Collegiate Department these are: the Philomathean, the Boethean, the Evlalean, the Orthoretorian, the Tau Delta Rho, and the Gamma Theta Rho; and in the Academy, the Lambda Sigma.

College Paper—The College paper, "The Huron Alphomega," is published weekly. It gives a valuable business and literary training to the students who act as managers and editors and stands out as a true exponent of college life and as an interesting medium of communication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered annually by the friend whose name it bears. This prize is awarded to the winner of first place in a local contest in oratory. In addition, the Students' Association offers a prize of fifteen dollars to the winner of second place in the contest.

The Charles E. DeLand Prize Medal In Oratory—Mr. Charles E. DeLand, of Pierre, South Dakota, during 1912 gave $500 as the endowment of a prize medal to be known as the DeLand Prize Medal in Oratory. The income of this endowment is to be used annually in providing the medal to be awarded to the winner of this contest.

The Smith Trophy in Extemporaneous Speaking—Mr. W. C. Smith, of Huron, has given a cup as a prize for an extemporaneous speaking contest. The cup will remain permanently in the College, the winner's name being engraved on the cup each year. All students in the College department will be eligible for this contest.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibbs Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

The D. K. Scruby Prize—Mr. D. K. Scruby, H. C. 1914, awards annually a Pi Kappa Delta pin to the persons making first place in the boys' and girls' debating teams.

Scholarships

The purpose of all scholarships is to aid and honor needy and worthy student who are able to meet the requirements of good scholarship, high persona character, exemplary conduct and habits of economy in the use of both tim and money.

A full scholarship is one hundred dollars a year. The amount assigned t any one student will depend on the need and the merit of the applicant and on th amount of funds at the disposal of the Scholarship Committee.

It is the policy of the Scholarship Committee not to assign scholarships t students who are conditioned in any subject.

A scholarship may be withdrawn because of a failure or condition in an subject. When a scholarship has been withdrawn in this way, it may be renewed after the lapse of one semester, provided that former deficiencies hav been made good and no new ones incurred.

In awarding scholarships preference is given to regular candidates for degree, and to those who expect to complete their course in Huron College

Applications for scholarships must be made on blank forms provided b the Scholarship Committee.

Students of the College should make out their applications for scholarship in June and December of each year. Prospective students should apply a early as possible, and their applications should be accompanied by the testimonials indicated in the blank forms.

Communications concerning scholarships should be addressed to th President.

The following scholarships have already been established:

The Horace B. Silliman Scholarships, five in number, were establishe in 1906 by the Hon. Horace B. Silliman, LL. D., of Cohoes, N. Y. Dr. Sillima gave $5,000 for the endowment of these scholarships, believing, as he said "that this will be for the advancement of Christian education." These scholarships will be awarded to deserving young men by vote of the Faculty on recommendation of the Committee on Scholarships.

The J. Calvin Ely Scholarships, two in number, were established b Rev. J. Calvin Ely, D. D., of Morgantown, West Virginia. They are maintained by two endowments of $500 each made in 1906 and in 1913 respectively In awarding these scholarships preference is given to young men who are studying for the Christian ministry.

The Louis K. McClymonds Scholarships were established in 1910 an are maintained by an annual gift of $620. This amount, after providing for th necessary expenses, is divided into portions of $100 each and awarded to si young men who give evidence of fitness to enter the freshman class of Huro College and who in addition give evidence of personal worth and ability t make good use of scholarship aid. Candidates for these scholarships must b graduates of the current year from four-year courses and they must be prepared to meet the requirements for admission to the Freshman class as stat ed on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School. The six scholarships will be awarded to boys only.

The George W. Abell Scholarship was established in 1912 and is to be known as "a memorial to George W. Abell from his wife and daughters." This scholarship is maintained by an endowment of $1,000.

The Maria Blossom Scholarship, established in 1912, is endowed by a bequest of $1,000 from the estate of Mrs. Maria Blossom, of Rochester, N. Y.

The John P. Williamson Indian Scholarship, established in June 1920, bears the name of a pioneer missionary among the Sioux Indians of the Dakotas from 1861 to 1917. Dr. Williamson was a member of the Board of Trustees of the College from 1885 to 1917. The scholarship is maintained by Mrs. John P. Williamson, with an endowment of $2,000.

The Mrs. John N. Steele Memorial Scholarship, established in November 1920, is maintained by an endowment of $2,000 received from Rev. John N. Steele. Mrs. Steele, formerly Mrs. A. H. Olwin, was for some years a member of the Board of Trustees.

Bible Teachers' Training School Fellowship—During the year 1918-19 the Faculty of the College accepted a fellowship in the School of Theology of the Bible Teachers' Training School, New York City. This fellowship is awarded each year upon recommendation of the Faculty of Huron College to a member of the graduating class or to a graduate of not more than five years' standing whose purpose it is to devote his life to Christian service. Selection of a fellow is made on the basis of creditable scholarship, strength of character, personality, evidence of growing ability, and limitation of financial resources. The fellowship provides board, room, and tuition and $50 for incidental expenses. It may be held during a full course of three years. The terms of the fellowship require the incumbent to reside at the school, to maintain a satisfactory standing and scholarship, and to engage in a limited amount of active Christian service under the direction of the School's Practical Work Department.

The Association of University Women Scholarship was established in 1920 by the Huron branch of this Association. This scholarship is open to girls in the senior classes of the high schools of South Dakota and is based on scholarship and the need of the student. The scholarship covers tuition and Students' Association fee.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in the granting of full or half tuition scholarships to graduates from the High Schools and from the eighth grade of the county schools:

1. Two scholarships will be awarded to every four year high school or academy of the state, one being available for the highest rank young man and the other for the highest rank young woman.

2. Honor graduates from unaccredited high schools will be asked to take the entrance examinations at the institution they elect.

3. Only one scholarship each year will be awarded to any High School of less than four years or to the graduating class of the eighth grade of county schools.

4. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade class of county schools. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.

5. Holder of the scholarship must maintain an average of at least 80 per cent during the first semester of the Freshman year in college; otherwise the scholarship will not be given for the second semester.

6. These scholarships can not be transferred, and become void one year after the date of graduation.

7. To graduates from four-year High School courses these scholarships will convey full tuition for one year in courses of collegiate rank. To graduates from High School courses of less than four years or from eighth grade classes of county schools they will convey one-half tuition for one year in the academy only.

8. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges, who for the present year is Prof. H. G. Lawrance, Huron, South Dakota.

Expenses

TUITION

Regular Tuition—In the College, tuition is $100 per year, or $50 for one semester. This includes the usual incidental and library fees, which amount

to from $10 to $20 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $35 per semester.

Half Tuition—Ministers' children, or students preparing for the ministry and pursuing regular college or academy courses, will, if it is desired, be given a reduction of one-half on tuition in those courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than a semester may be paid at the rate of $4 per week, provided that the charge made for any period shall not be less than $5. Tuition in the Academy and the Commercial-Academic Departments for a shorter period than a semester may be paid at the rate of $3 per week, provided that the charge made for any period shall not be less than $5.

Tuition for Single Courses—Students registering for a single course will pay one half the regular tuition.

ROOM, HEAT, AND LIGHT

Rooms in Voorhees Dormitory—Young women from out of town are expected to obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dresser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $10 per semester, young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Under special circumstances, young women are allowed to obtain board and room in private families, but only at such places as are approved by the Faculty. For instance, permission to room outside of the dormitory is given to young women who for good reasons wish to live with relatives and to those who wish to work for board and room. In all cases, those wishing to room outside of the dormitory, must make arrangements with the President and the Dean of Women before engaging rooms. The College keeps on file a selected list of people who wish college girls to live with them and to work for board and room. This list may be obtained by applying to the Office Secretary.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $4 to $7.00 per week. Furnished rooms, without board, including laundry for bed and toilet, cost from $1.25 cents to $4 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in securing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester, a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will be made in case the student fails to register unless the treasurer of the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent as follows: for single rooms $35 per semester; for double rooms on first and second floor $30 per semester per occupant; for double rooms on third floor $25 per semester per occupant.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than a semester may pay for room, heat and light at the rate of $2 or $3 per week, provided that the smallest charge made for any period shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students' Association Fee—Each student shall pay to the treasurer of the College a fee of six dollars per semester, to constitute a special fund for student enterprises, except as hereinafter provided. Students who enroll after the third month of a semester shall pay a fee of one dollar for the remainder of said semester. Students not rooming in the dormitory who enroll for a special course of one or two hours per week only, may, if they do not desire to take advantage of the special privileges provided for under this Association, be excused from paying this fee. Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of the regular fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contests and intercollegiate debates, and (3) to all athletic games and contests of the College, not including the State High School Basketball Tournament and the State Meet when held at Huron.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

General Chemistry	$6.00 per semester
Analytic Chemistry	7.00 per semester
Organic Chemistry	8.00 per semester
Physics (College)	5.00 per semester
Physics (Academy)	3.00 per semester
Biology (all courses in College)	5.00 per semester
Biology (Academy)	1.00 per semester

Typewriting—All students taking Typewriting will pay in addition to the regular tuiton a typewriter rental fee of $5 per semester.

Special Examinations—A fee of one dollar will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Examination Fee for Advanced Standing—A fee of one dollar for each semester hour of credit will be charged.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of each semester, provided such students have been in attendance during the preceding semester.

Diploma and Certificate Fees:

College Diploma	$5.00
Academy Diploma	3.00
Certificate of Graduation	3.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past year board has been $5.00 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to do this, parents or students should write in advance to the President or the Treasurer concerning arrangements.

General Requirements

Type of Students Desired—Only students with an earnest purpose are desired. For such, few regulations are necessary. The main purpose for which any student should come to college is the prosecution of his work and the enjoyment of the advantages afforded by the institution. If any student manifests a persistent lack of interest in his work, and by continued failure wastes his own time and that of his instructors, or if in the judgment of the College authorities his general course of conduct brings discredit upon the institution, the College reserves the right to dismiss such student without stating any more specific cause.

Chapel—All students are required to attend the daily chapel exercises.

Church—On Sabbath all students are expected to attend the services at such church as they or their parents may select.

Matriculation—All students before registering for courses are required to matriculate. In making application for matriculation students pledge themselves, on condition of being admitted to the privileges of the institution, to observe to the best of their ability the rules and regulations of the Trustees and Faculty and to do what they can to promote the interest of the institution.

Conduct of Students—The Faculty of the College have passed certain rules which apply to classification, absences, credits and similar matters. *Students, when they matriculate, are placed upon their honor.* They are expected to conduct themselves as ladies and gentlemen at all times and in all places, and to respect the rights and privileges of their instructors and fellow students, and to attend faithfully to their work. Without assigning any specific reason, the Faculty may at any time dismiss any student whose conduct in their judgment is detrimental to the welfare of the institution.

Supervision of Women—All young women whether rooming at the dormitory or not, are under the supervision of the Dean of Women, and are responsible to her for their conduct.

Study Hours—All students are expected to observe study hours.

Admission to Classes—Admission to classes is by card. No cards entitling students to enter classes will be issued until the student has paid his tuition and other fees or has made arrangements for their payment satisfactory to the Treasurer of the College. No student will be recognized as a member of a class until the proper class card has been filed with the instructor and until the card has been received the student will be marked absent from the beginning of the semester.

Absences—Unexcused absences in excess of a certain number lower the student's grade materially and may occasion a failure in the course in which they occur. Credits lost because of excused absences may be restored, but only when the work in arrears has been satisfactorily completed. As a general rule absences because of serious illness are the only excusable absences.

Dropping Courses—No student having once enrolled in a course, shall be permitted to withdraw from such course without written consent from the Faculty Committee on Courses and from the instructor of the course in question. Request to drop a subject must be made within three weeks after beginning work in a subject. Later requests will be granted only in exceptional cases.

Grades, Conditions, Failures—The passing grade in the College Department is 60 per cent, but an average grade of 70 will be required to count for graduation. In the Academy Department the passing grade is 75 per cent, but an average of 80 will be required to count for graduation. A standing between passing grade and 10 per cent. below it constitutes a condition. Conditions incurred in the preceding semester and not removed by examination by the middle of the following semester will be recorded as failures. When a failure is recorded, credit may be secured in the course in which the failure has been incurred only by repeating the course in a following semester. Failures prevent a student from continuing a course in the semester immediately following.

Classification—In determining the classification of students, the statement in the booklet on College Legislation is followed.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high schools should bring certified copies of standings in the subjects completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

Limits of Work—No student in the College, without special grant of the Course Committee, shall be permitted to carry less than twelve nor more than nineteen recitation periods per week.

Participation in Public Affairs—Public affairs include athletic, oratorical, debating, musical and dramatic contests. Participation in public affairs in connection with any department of the College is always confined to students in good standing. Students who participate in intercollegiate athletic contests must conform to the requirements of the South Dakota Athletic Conference. Participants in other public affairs must be actually taking sufficient work to satisfy the minimum number of hours required in the course pursued. Furthermore, the participant must be able to present a record of satisfactory class work. At the middle and end of each semester those who are doing unsatisfactory work in two or more subjects are reported as ineligible for the next half-semester. Unsatisfactory work means work below the passing mark. A student whose average in all studies falls below the passing mark may be placed upon the ineligible list at any time. Students under discipline are ineligible until restored to good standing.

Graduation—No student should be absent from any portion of the Senior year. Students are not admitted as candidates for the bachelor's degree after the beginning of the first semester of the Senior year.

Student Organizations—Before any student organization is completed, its constitution and by-laws must be submitted to the Faculty for approval.

REQUIREMENTS FOR ADMISSION

College—Graduates of the Academy department are admitted to the Freshman class without conditions.

Graduates from approved high schools who present fifteen units according to the list given below will be admitted to the Freshman class.
Graduates of high schools not accredited by the South Dakota Department of Public Instruction will be examined according to the requirements of the South Dakota Department of Public Instruction if they desire to qualify for the Teacher's State Certificate or Diploma.

All conditions must be made up before the end of the Freshman year.

Applicants for admission are requested to use the entrance blank furnished by the College. These blanks may be secured by addressing the President of the College or the Registrar. The blank should be filled out in full, certified by the principal or superintendent, and mailed to the College at least one week before the beginning of the first semester.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended.

Attention is called to the statement upon a following page with regard to requirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

Group I. **Required Subjects, Seven Units**

English I, II and IV	3 units
American History and Government	1 unit
Algebra, to Quadratics	1 unit
Plain Geometry	1 unit
Science, one year's work in any of the following	1 unit

(1) Physics
(2) Chemistry
(3) Botany
(4) Zoology (5) Physiography

Group II. **Elective Subjects, Eight Units from the following list.**

Subjects	units
Latin	4
German	4
French	2
Spanish	2
English III	1
Ancient History	1
Mediaeval and Modern History	1
English History	1
Physics	1
Chemistry	1
Botany	1
Zoology	1
Physiography	1
Economics	½
Physiology	½
General Science	½
Advanced Algebra	½
Solid Geometry	½
Trigonometry	½
Public Speaking	½ (in four years school only)
Physical Training	1-4 (in four years school only)
Vocal Music	1-4 (in four years school only)
Manual Training	as defined in the high school manual
Domestic Science	as defined in the high school manual
Agriculture	as defined in the high school manual
Commercial Branches	as defined in the high school manual
Pedagogy	as defined in the high school manual

Description of Entrance Courses

FOR ENTRANCE TO THE FRESHMAN CLASS OF THE COLLEGE. STUDENTS MAY PRESENT THE EQUIVALENT OF THE FOLLOWING COURSES:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

Mathematics—(a) *Algebra,* including numbers, equations, the fundamental operations, fractions, factoring, solution of problems, simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs (1 unit).

(**b**) *Algebra* including a review of the fundamentals and a thorough study of radicals, imaginaries, logarithms, variation, the progressions, binomial theorem (½ unit).

(**c**) *Plane Geometry*, including rectilinear figures, the circle, proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle (1 unit).

(**d**) *Solid Geometry*, including lines, planes, angles, polyhedrons, cylinders, cones, spheres (½ unit).

History—Ancient History, to 800 A. D., with special reference to Greek and Roman History (1 unit). Mediaeval and Modern History, from 800 A. D. to the present time (1 unit). Elementary course in English History (½ unit). A High School course in American History and Civics will count as 1 unit. Where Ancient, Mediaeval, and Modern History are given in a single year's course, one unit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War with prose composition (2 units). Six orations of Cicero, including four against Catiline; prose composition (1 unit). The first six books of Virgil's Æneid and a knowledge of prosody (1 unit).

Greek—Grammar, Anabasis Book I (1 unit). Anabasis, Book II, and three books of the Iliad; prose composition (1 unit).

German—Grammar and careful drill on pronunciation. Besides the reading of the first year the student should have read from 150 to 200 pages of easy narrative prose. He should have done considerable easy composition (2 units). An additional credit of one unit may be allowed for advanced work in German.

Physics—The subject must include elementary mechanics, heat, sound, light, electricity, and magnetism. A standard up-to-date text must be used. The laboratory work must be adequate for a thorough understanding of the course. The student should perform at least 35 experiments (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughout the year (1 unit).

The College Courses

The total number of semester hours required for graduation is one hundred and twenty-eight. Of this total forty-five semester hours must be done in specified subjects. Freshmen must take six hours of English, six hours of mathematics, two hours of Bible, two hours of public speaking, and one hour of College Life, a total of seventeen hours. Sophomores are required to take six hours of history, three hours of economics, two hours of Bible, a total of eleven hours. Junior requirements are six hours of psychology, four hours of apologetics, a total of ten hours. The only requirement for the Seniors is three hours of ethics.

Note: Candidates for the bachelor of arts degree may substitute for the six hours of Freshman mathematics an additional year of ancient language or a laboratory science.

BACHELOR OF ARTS DEGREE

Candidates for the bachelor of arts degree entering with three or more years of foreign language will be required to complete in college two years work in one ancient language. If a student presents for entrance less than three years of foreign language, he will then be required to do three years work in ancient language. One year of laboratory science with ten credit hours will be required in this course and, finally, a major of thirty hours or a combined major of forty hours. Majors are to be chosen from the following list: English and public speaking, social science and history, philosophy and education, Latin, Greek. Combined majors may be chosen in ancient or modern languages, Latin and French.

BACHELOR OF SCIENCE DEGREE

Students entering with three or more years of foreign language will be required to complete two years in one modern language. Those entering with less than three years of foreign language must complete three years work in modern language. At the end of the freshman year candidates for this degree must choose a major of thirty hours in physics and mathematics, economics, chemistry, chemistry and mathematics, or biology, or a combined major of forty hours in laboratory science.

No student entering as Freshman shall be allowed to graduate in less than eight semesters of residence work unless his average grade for his course has been 85 per centum or higher; and students entering later than the first semester of Freshman year shall be subject to the same requirement as to quality of their work in residence.

ORDER OF REQUIRED COURSES

Freshman

Bible, one semester	2 hours
English, two semesters	6 hours
Mathematics, two semesters	6 hours
Public Speaking, one semester	2 hours
College Life and Problems, one semester	1 hour

Sophomore

Bible, one semester	2 hours
Economics, one semester	3 hours
History, two semesters	6 hours

Junior

Christian Evidences, two semesters	4 hours
Psychology, two semesters	6 hours

Senior

Ethics, one semester	3 hours

BIBLICAL HISTORY AND LITERATURE; CHRISTIAN EVIDENCES; ETHICS

Professor Oxtoby

No one is liberally educated who does not know the Bible. Therefore the great value of a knowledge of Biblical literature and history is emphasized by the Biblical Department. But the aim is to do more than teach facts about the Bible and give the student a certain amount of Biblical information. The purpose of the Bible courses is to lead the student to know the real significance of Bible study in character formation and in the political, social, and religious life of today. Stress is laid upon the importance of the Christian Church in bringing in the kingdom of God, and it is shown that in the Church the student has the greatest, fullest opportunity for fellowship and unselfish service. In all the Biblical teaching it is suggested to the student that there are wonderful things in store for him as he goes on in his Bible study. He is made to feel that he is but on the threshold and that treasures await him if he will but enter.

12. **Old Testament History and Literature**—In this course the outstanding events, great characters, and religious truths of the Old Testament are emphasized. *Required of Freshmen. Second semester. Two hours.*

21. **New Testament**—The life and Teachings of Christ. The growth of the Christian Church in the first century. *Required of Sophomores. First Semester. Two hours.*

31-32. **Christian Evidences**—This course embraces an examination of the historical character of the New Testament and a consideration of the grounds of theistic and Christian belief. A study in outline of the great religions of the world, a survey of Christian missions is included. *Required of Juniors. Two semesters. Two hours.*

41. **Ethics**—The history of ethics in theory and practice. The beginnings and growth of morality. The theory of morality. Personal and public morality. Christian ethics. Text books, lectures, discussions, reports on assigned readings, and papers on special topics. *Required of Seniors. First semester. Three hours.*

33-34. **Religious Education**—A consideration of the history, ideals, organization, methods, equipment, and curriculum of the modern Sabbath School, or Church School, with special emphasis upon the use of Biblical material. *Elective open to Juniors and Seniors. Two semesters. Three hours.*

42. The Bible as Literature and in Literature (American and English)—This course includes a careful study of the Bible viewed as literature and in literature. *Elective. Open to Juniors and Seniors.*

BIOLOGY

Professor Hill

11. Botany—A study of the morphology, development, and physiology of algae, fungi, mosses, and ferns. *Credit five hours.* (Given 1923-24.)

12. Botany—A general study of the morphology, development, and physiology of flowering plants. *Credit five hours.* (Given 1923-24.)

15. Invertebrate Zoology—A survey of the animal phyla from the viewpoint of morphology and physiology; with laboratory study of type specimens. *Credit five hours.* (Given 1922-23.)

16. Vertebrate Zoology—A study of vertebrates similar to that announced in course 15 for invertebrates. *Credit five hours.* (Given 1922-23.)

21. Biological Technique—The collection, preservation, and preparation of permanent mounts of plant and animal forms and tissues. Chiefly a laboratory course. Three two-hour laboratory periods per week. *Credit two hours.* (Given 1922-23.)

22. Biological Technique—Continuation of Biology 21. Three two-hour laboratory periods per week. *Credit two hours.* (Given 1922-23.)

23. Bacteriology—A course which includes general bacteriological technique and a study of the more important pathogenic and non-pathogenic bacteria. *Credit three and one-half hours.* (Given 1922-23.)

24. Embryology—A course in vertebrate embryology, with laboratory work on the chick and pig. *Credit three and one-half hours.* (Given 1922-23.)

25. Ecology—An introductory course including plant and animal ecology, including lecture, laboratory, field trips, and special reports. *Credit three and one-half hours.* (Given 1923-24.)

26. Physiology—Human physiology, based on Martin's text Human Body. *Credit three and one-half hours.* (Given 1923-24.)

31. Heredity and Eugenics—A review of the experimental results and conclusions in the field of heredity. *Not open to Freshmen. Three lectures per week. Credit three hours.* (Given 1923-24.)

32. Organic Evolution—A general review of the developmental process in the organic world. *Not open to Freshmen. Three lectures per week. Credit three hours.* (Given 1923-24.)

33. Public Health and Sanitation—A lecture course dealing with water supply, handling of food, ventilation, etc. Lecture and quiz three times per week. *Credit three hours.* (Given 1922-23.)

34. The History of Biology—A consideration of the important characters in the History of Biology and their contributions. Lecture and quiz three times per week. *Credit three hours.* (Given 1922-23.)

Note. Courses 11, 12, 15, and 16 have three lectures per week with six hours laboratory work.

Courses 23, 24, 25, and 26 have two lectures per week with four hours laboratory work.

CHEMISTRY

Professor Peterson

To fulfill the requirements for a major subject in this department courses 13-14, 21-22, and 31-32 must be completed. The remaining credits required may be obtained in any of the other courses offered in the department.

Any of the courses may be counted toward the requirements for a combined major in the sciences.

13-14 General Inorganic Chemistry—A classroom and laboratory study of the fundamental facts and general principles of Inorganic Chemistry. The first semester is devoted to the study of the non-metals, their properties, reactions, and most important compounds. The second semester is devoted to s similar study of the metals. The fundamental principles of the systematic separation and identification of the common metals and of the most important acids are also studied. *Three hours recitation and six hours laboratory work.*

acids are also studied. *Three hours recitation and six hours laboratory work.*

21-22. Qualitative and Quantitative Analysis—*First semester*: The characteristic reactions of acids and metals, their grouping and classification, and the systematic analysis of salts, solutions, and minerals are studied. *Second semester:* The principles of gravimetric and volumetric analysis and the determination of the quantitative composition of salts and minerals are studied. *Two hours recitation and six hours laboratory work.*

24. Foods—An elementary study of foods and food values. Methods for the detection of common adulterants. *Open to students who have completed course 21. Second semester. Two hours lecture and three hours laboratory.*

31-32. General Organic Chemistry—A study of the carbon compounds and of the methods and principles of their preparation and identification. *Open to students who have completed courses 21-22. Two semesters. Three hours recitation and six hours laboratory.*

33-34. Advanced Quantitative Analysis—Analysis of iron and steel, and of metallic alloys and minerals. *Open to all students who have completed courses 21-22. One hour recitation and six hours laboratory.*

41-42. Theoretical Chemistry—An advanced study of chemical theory and the theoretical explanation of chemical phenomena. *Open to all students who have completed courses 31-32. Two semesters, two hours lecture.* (Given alternate years with courses 43-44.)

43-44. Physical Chemistry—A study of the states of matter, solutions, thermo-, electro-, and photo-chemistry. *Open to all students who have completed courses 31-32, and Physics 21-22. Two hours lecture. Two semesters.* (Given alternate years with courses 41-42.)

COLLEGE LIFE AND PROBLEMS

President McCune

Lectures upon the scope and aims of college education by the instructor in charge, other members of the Faculty, and by administrative officers. The object of the course is to explain to the new students the organization and administrative system of the College; to instruct them concerning the general content of the college curriculum; to present the use of the library, the laboratories, and other facilities for study; to offer general advice and guidance regarding methods of study, the preservation of health, the relation of the various social organizations to the college and the students, and the value and method of attaining a sane, well-balanced student life. *One semester. One hour. Required of all Freshmen and for graduation.*

ECONOMICS AND BUSINESS ADMINISTRATION

Professor Gage

11-12. Principles of Accounting—A study of the theory and practice of accounts, preparation of balance sheets and their interpretation. *Prerequisite one semester of bookkeeping. Three hours credit, throughout the year.*

21. Principles of Economics—The course includes a study of value, exchange, interest, rent, wages, profits, and special problems of economic organization. *Three hours credit, first semester, not open to Freshmen. Prerequisite to all other courses in Economics.*

22. Economic Problems—A study of current economic problems. *Three hours credit, second semester. Course 21 prerequisite.* (Given 1922-23.)

23. Business Law—It is the purpose of this course to impart a working knowledge of the principles of law pertaining to everyday business transactions. *Two hours credit, first semester, open to all students.* (Given 1923-24)

24. Economic History—A study of the History of Commerce and Industry with emphasis on the United States. *Three hours credit. Second semester.* (Given 1922-23.)

31. Labor Problems—A study of the aims, ideals, methods, and evolution of organized labor in the United States. *Three hours credit, first semester.* (Given 1922-23.)

32. Advanced Economics—A study of the history of economic thought and recent economic theories. *Three hours credit, second semester.* (Given 1922-23.)

33. Industrial Organization and Administration—A study of business organizations and practices. *Two hours credit, first semester.* (Given 1923-24.)

43. Money and Banking—A study of the principles of money and credit, history and theory of banking, monetary systems, principles and practices of banking, exchange, comparision between the United States and foreign methods, Federal Reserve System, Modern banking problems. *Two hours credit, first semester.* (Given 1922-23)

44. Taxation and Finance—A study of the history and theory of taxation, governmental expenditures, general property tax, land tax, income and inheritance tax, business taxes, single tax, tax reforms, public debts, financial administration. *Two hours credit, second semester.* (Given 1923-24.)

ENGLISH

Professors Reid and McGrew

A major in English consists of thirty credits, which must include Course 21-22 or 23-24 and twelve hours of Junior and Senior courses. Eight credits from the Department of Speech Education may be applied on the English major.

11-12. English Composition *Required of all freshmen. Two semesters. Three hours.*

21-22. A General Survey of English Literature--*Two semesters. Three hours.* (Given 1922-23)

23. American Literature — A survey of American literature from colonial times down to the present time. Prerequisite: English 11-12. *One semester. 3 hours.* (Given 1923-24)

24. Introduction to Poetry—An introductory study dealing with principles of form and content. Designed to lead to an intelligent enjoyment of poetry. Prerequisites: English 11-12. *One semester. Three hours.* (Given 1923-24.) reports. *One semester. Three hours. Open to Juniors and Seniors.* (Given 1922-23.)

25-26. Advanced Composition including editorial writing. *Two semesters Two hours. Prerequisite English 11-12.*

31-32. Shakespeare-A careful study of several plays, a more rapid reading of others. *Open to Juniors and Seniors. Two semesters Three hours.* (Given 1923-24).

33. Eighteenth Century Prose—Special attention to Samuel Johnson and his group. Brief notice of the forerunners of the Romantic Movement. *Open to Juniors and Seniors. One semester. Three hours.* (Given 1922-23.)

34. Romantic Poets—A course offering an intensive study of the chief poems of Coleridge, Wordsworth, Byron, Shelley, and Keats. Lectures and reports. *One semester. Three hours. Open to Juniors and Seniors.* (Given 1922-23).

41. Tennyson—A study of representative poems, showing the poet's development in his art, and his attitude toward the great interests of his time. *One semester. Two hours. Open to Juniors and Seniors.* (Given 1922-23.)

42. Browning—A careful study of a representative number of Browning's poems. *One semester. Two hours. Open to Juniors and Seniors.* (Given 1922-23.)

43. Chaucer—A study of Chaucer's principal poems, followed by a consideration of some modern poets clearly influenced by Chaucer. *Open to Juniors and Seniors. One semester. Two hours.* (Given 1923-24.)

44. Milton—The great epic, Samson Agonistes and the minor poems. *Open to Juniors and Seniors. One semester. Two hours.* (Given 1923-24.)

FRENCH

Professor Jacob

11-12. French I—Grammar and composition, Fraser and Squair. Easy reading. Bruno's Le Tour de la France. De Maistre's Les Prisonniers du Caucase. Mérimée's Carmen. Dumas' La Tulipe Noire. Dictation and conversation. *Two semesters. Five hours.*

21-22. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, de Maupassant, France, About, Balzac, Loti, Sand, Dumas, and Hugo, will be read. Pellissier's Précis de l'histoire de la littérature francaise. Composition and conversation. *Two semesters. Three hours.*

31. **French III**—(a) The purpose of this course is to give a brief survey of the history of French literature with special emphasis upon the nineteenth century. A careful study of the literary characteristics of Hugo and Balzac will be made. *Explications des textes* both in prose and poetry. Reports. *First semester. Three hours.*

32. **French III**—(b) A careful study of the three great dramatists Corneille, Racine, and Moliére. There will be a thorough study of the history and technique of the drama with special reference to the age of Moliére. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

33. **A Course in French Phonetics**—With conversation and composition. *Three hours.*

A combined major for modern language will involve 24 hours French and 16 hours Spanish.

GERMAN

Professor Reid

11-12. **Beginning German**—Zinnecker's Deutsch fur Anfanger and Allen's Daheim. The essentials of grammar with practice in reading, speaking, and writing German. *Two semesters. Five hours.* This course does not count toward a major in German.

21-22. **Freshman-Sophomore German**—Gronow's Geschichte und Sage furnishes grammar review, composition and historical background. The other books studied in class illustrate periods of German history. Easy stories are assigned for outside reading. *Open to students who have completed course 11-12, Academy course IV, or two years high school German. Two Semesters. Four hours.*

31-32. **Sophomore German**—This is a reading course, with composition (partly independent), conversation and grammar review. The texts read are chosen mainly to illustrate various stages in the development of German literature, and are studied with reference to their literary quality; though a little scientific German is sometimes added. *Prerequisite course 21-22. Two semesters. Four hours.*

41-42. **Literature Course**—Either (a) a thorough study of one of the classic authors and his work, or (b) a survey of nineteenth century literature. *Prerequisite, course 31-32. Two semesters. Four hours.*

43-44. **Composition and Conversation**—Allen's German Life. Boezinger's Mundliche und Schriftliche Ubungen. Bishop and McKinlay's Deutsche Grammatik. German newspapers and magazines. *Prerequisite, course 31-32. One semester. Three hours.*

45-46. **Teachers' Course**—Practical phonetics, methods of teaching beginning classes, and a review of grammar with reference to such teaching. *Prerequisite, course 31-32. One semester. Three hours.*

47-48. **Scientific German**—A scientific reader, with reports on assigned subjects. *Prerequisite, course 31-32. One semester. Three hours.*

Note: Two courses only in German will be offered.

GREEK

Professor Notestein

11-12. Beginning Greek—Grammar, Reader, conversation, Anabasis *Two semesters. Five hours.*

21-22. Second Year Greek—Anabasis continued, review of grammar composition, conversation, Iliad Bks. 1-3. *Prerequisite, Courses 11-12. Tw semesters. Four hours.*

31. Greek Drama and Oratory—Euripides' Alcestis and an oration o Demosthenes. *Prerequisites, Courses 21 aud 22. One semester. Four hours.*

32. Greek Philosophy—Plato's Apology, Crito, selections from the Phaedo. *Prerequisite, Courses 21 and 22. One semester. Four hours.*

41. Greek Drama—The Antigone of Sophocles, or the Prometheus Bound of Aeschylus. *Prerequisite, Courses 31 and 32. One semester. Three hours.*

42. Greek History—Herodotus or Thucydides. *Prerequisite, Courses 21 and 22. One semester. Three hours.*

43-44. New Testament Greek—John's Gospel, Pauline Epistles. *Prerequisite, Courses 21 and 22. Two semesters. Three hours.*

45. Greek Life and Literature—*One semester.*

46. Greek Art and Antiquities—*One semester.*

Knowledge of Greek not required for courses 45 and 46. Both courses will be made one, two or three hour courses according to the election of the class.

A combined major, unless otherwise arranged with the departments, will consist of Latin 16 hours, Greek 24 hours.

HISTORY

Professor Gage

21-22. History of Western Europe—Text, map work, readings. *Three hours. Prerequisite to all other courses in history, required for graduation.*

31-32. English History—A course tracing the political, and constitutional development of England from the earliest period to the present time *Three hours.* (Given 1923-24.)

33. Renaissance and Reformation—*Three hours. First semester.* (Give 1922-23.)

34. The French Revolution—*Three hours. Second semester.* (Given 1923-24.)

41. Europe Since 1815—*Three hours. First semester.* (Given 1923-24.)

42. Recent History—1914 to date. *Three hours. Second semester.* (Given 1922-23.)

43. American History, 1492-1765—*Two hours. First semester.*

44. American History, 1765-1787—*Two hours. Second semester.*

45. American History, 1787-1865—*Two hours. First semester.*

46. American History, 1865-1917—*Two hours. Second semester.*

Any two semesters of American History will be given 1922-23 according t the demand.

LATIN

Professor Notestein, Miss French

11-12. First Year Latin—Accidence, syntax, and prose composition. Reading of easy Latin and from Caesar's Gallic War. Open to students who have entered college without Latin. *Two semesters. Five hours.*

21-22. Second Year Latin—Reading from Cicero's *Orations* and from Virgil's *Aeneid.* Prose composition. Open to students who have had course 11-12 or its equivalent. *Two semesters. Five hours.*

13. Essays and Letters—Cicero's *De Senectute* and *De Amicitia* or an essay of Seneca and selections from the letters of Cicero and Pliny. Prose composition and grammar review. English readings of related subjects *Three hours.*

14. Roman History—Livy, Tacitus, Sallust. English readings of related subjects. *Five hours.*

23. Comedy and Satire—Comedies of Plautus and Terence, Selections from the satires of Horace and Juvenal and from the epigrams of Martial, English readings in Sellar's *Roman Poets. Sophomore course. First semester. Three hours.*

24. Lyric, Elegiac, Pastoral, and Didactic Poetry—Horace's *Odes*, Selections from Catullus, Tibullus, Propertius, and Ovid, and from Virgil's *Eclogues* and *Georgics*, English readings in Sellar's *Roman Poets*, *Sophomore course, Second semester. Three hours.*

Junior and Senior Electives

31-32. One course each semester will be offered. Selection will be made to meet the wishes of advanced students.

41-42. Teachers' Course—Selections from Caesar, Cicero, and Virgil, and from other authors whose works are commonly read in secondary schools. Accidence, syntax, and vocabulary of classical Latin. The quantitative method of pronouncing Latin verse. Methods of teaching Latin in secondary schools. *Two semesters. Three hours.*

LIBRARY SCIENCE

Miss McIntire

32. Elementary Course—Principles of classification, arrangement and use of books, including the use of catalogues, indexes and government material. General information concerning the care of small school libraries. *Open to Seniors and Juniors. Second semester. One hour.*

MATHEMATICS

Professor Doner

11. Trigonometry—Development of formulae, use of tables, and the solution of triangles. Emphasis is laid upon the application of this study to simple problems in measurements and to its use in engineering and other sciences. *Required of Freshmen. First semester. Three hours.*

12. College Algebra—Review of quadratics, graphic representation of equations of the first and second degree, radicals, complex numbers, mathematical induction, and the elementary theory of equations. *Required of Freshmen. Second semester. Three hours.*

For the year 1922-23 Course 12 will be given the first semester and Course 11 the second semester.

21. Analytic Geometry—A continuation and extension of the study of the relation between equations of curves and their graphic representation with special attention to the development of the standard equations of the straight line and of conics. Emphasis will be placed upon the solution of problems. *Prerequisites, courses 11 and 12. First semester. Three hours.*

22. Differential Calculus—The development of all the formulae of differentiation, problems in maxima and minima, and other applications of the calculus. The aim of the course will be to introduce the student to the method of the calculus and its wide application to problems in science and engineering. *Prerequisite Course 21. Second Semester. Three hours.*

33. Integral Calculus—The development of all formulae of integration, the definite integral, the geometric and analytic definitions of integration, with many problems from geometry, physics and other sciences. Prerequisite Course 22. *First semester. Three hours.*

34. Differential Equations—The solution of many types of differential equations of the first and second orders. *One semester. Three hours.* (Given in 1923-24).

31. Astronomy—A course in descriptive astronomy with only so much mathematics as can be comprehended by one who has had the freshman courses; the earth and its motions, the moon, the sun and planets, comets and meteors, stars and nebulae. *Prerequisites, courses 11 and 12. One semester. Three hours.*

36. Advanced Calculus with Applications—Radius and circle of curvature, theorem of mean value, indeterminate forms, partial differentiation, envelopes, and involutes, series and expansion of functions, singular points, change of variable, transformation of coordinates, and triple, successive, and partial integration. This course is intended to give the advanced student of mathematics many of the theorems of calculus not given in the elementary courses, along with their analytical applications. *One semester. Three hours.* (Given 1923-24.)

43. Solid Analytics—Co-ordinate geometry of three dimensions. *Prerequisite, course 21. One semester. Three hours.*

44. Theory of Equations—A continuation of the subject matter of college algebra for those who have attained a certain mathematical maturity. *Open to students with two years of college mathematics. One semester. Three hours.*

Courses 31, 43 and 44 will be given whenever a class of not less than three students desire the course.

MUSIC

Miss Cannon, Miss Robbins

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing courses leading to the degrees of A. B. or B. S. as indicated below. But not more than four semester hours may be elected by college students in any one year. Sixteen semester hours may be credited toward an A. B. or B. S. degree.

1st Year Harmony—The first semester is devoted to ear training. The second semester is devoted to study of intervals, scale and chord formation, beginning of chora progression. *Elective to college students. Two semesters. Two hours.*

2nd Year Harmony—Continuation of study of chord progressions. Modulations. Suspensions. Advanced Harmony and Harmonic Analysis. Much attention is paid to the development of the musical instinct, and studies in original compositions are encouraged in connection wiih the preparation of the regular lessons. *Elective to college students. Two semesters. Two hours.*

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, perceptions of sounds, overtones, rhythm notation and figure treatment. *Elective to Juniors and Seniors in the College. Two semesters. One hour.*

Counterpoint—One semester of simple counterpoint, two, three, and four point writing in the various species. Second semester double-counterpoint. Five to eight part writing. *Elective to Juniors and Seniors. Two semesters. Two hours*

History of Music—The object of the course in Music History is to give the student a knowledge of the great epochs in musical development so that he may have a broader cultural background on which to build intelligently and thoroughly his own technical equipment. *First semester*—A general survey of great movements in development of the art of music from the time of primitive man to the period of Bach and Handel. Lectures, outside readings and reports. Illustrative material on the phonograph. *Second semester*—Development of music from the time of Beethoven to the present day. Continuation of lectures. Outside reports and papers. Current musical events. Phonograph records. Text used is "Essentials in Music History" by Tapper-Goetschus. *Two semesters. Two hours.*

Musical Appreciation—This course is especially intended for those who are not studying music, yet wish to enlarge their critical appreciation of music as a detail of their general culture. With this end in view music will be examined in its historic and technical aspects. Full explanation will be given to the modern forms as well as the styles and achievements of leading composers. Instruments will be explained both singly and in groups, as well as the principles underlying compositions and performance. The lectures will be illustrated by members of the faculty and student body. Lectures will also be given in advance of all noteworthy programs to be given in Huron during the year. The course is directly adapted to the special needs of college students but is also open to music school students The course will meet twice each week throughout the year. *College credit, one hour each semester.*

Public School Music—A course in Public School Music is quite necessary for one who wishes to become an instructor and supervisor of music in the public schools. Each year our public schools are offering more work in music and the demand for teachers is increasing. A teacher of Public School Music must be an able reader of music herself and should have had some special vocal and instrumental training. With this in mind Huron College has outlined a two year course equal to that offered by the best schools of the country. Actual class work will consist of sight-singing, directing, study of the child voice, solving the various technical problems that confront the teacher of Public School Music, constructive work in making outlines for the various grades and demonstration work in the public schools of Huron. *A student must complete the full two year course to receive any college credit. Elective to college students. Two hours. Eight credits allowed for the course.*

PHYSICAL EDUCATION

Classes in physical training are conducted throughout the school year for both men and women. The work is done in the gymnasium during the winter months but in the fall and spring advantage is taken of the good weather and some of the classes are held on the athletic field. All students are required to have two years of credit in this department before graduation. College students shall take this training during their freshmen and sophomore years. College students are allowed one-half credit each semester for the work in physical training. A medical examination is required of all students taking these courses.

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN.

Each student must provide herself with the required gymnasium apparel, black bloomer suits, white middy blouses, and gymnasium shoes.

11-12. Elementary Gymnastics—Light gymnastics, games, personal hygiene, corrective work. Folk Games. *2 hours.*

21-22. Gymnastics—A graded course in tactics, calisthenics, and apparatus exercises. Music interpreted with exercises. Games. *Open only to who have had Course 11-12. 2 hours,*

31-32. Principles of Physical Education—This course will consist of both recitation and demonstration. Practice teaching. Lectures and outside reading. Designed especially for those who wish to teach Physical Education. *2 hours. Open only to those who have had Course 11-12 and one year of Pyschology.*

DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

11-12. Elementary Physical Education—Including calisthenics, apparatus work and games. *Two hours throughout the year.*

PHILOSOPHY

President McCune

33. Logic--The subject matter of this course will include the topics usually studied in introductory logic, such as the concept, the various forms of judgment, inductive and deductive aspects of reasoning, the nature and use of the hypothesis, the syllogism, fallacies, etc. The aim of the course throughout will be to show the vital connection between logic and action or experience and to show that thinking arises out of the problems of conduct and finds its justification in the effectiveness with which it meets these problems. The course is expected not only to give the student training in critical habits of thought, but also to form some basis for subsequent philosophical study. *Open to Sophomores. One semester. Three hours.*

35-36. History of Philosophy-The main divisions of this course are (1) Greek, (2) Hellenistic-Roman, and (3) medieval and modern philosophy. Its purpose is (1) to afford essential information concerning the history of thought considered in relation to the sciences and to social and political conditions and (2) to acquaint the student with the fundamental problems of philosophy as they have been dealt with in the more important systems. In addition to a suitable text, selections from various authors will be read. *Open to Juniors. Two semesters. Three hours.*

41. Nineteenth Century and Contemporary Thought--The main topics studied in this course will be Romanticism, Utilitarianism, the Philosophical Implications of the Theory of Evolution, the scientific as compared with the philosophical point of view, and Pragmatism. The purpose of this course is to acquaint the student with the main lines of thought operative in the writings of the more serious thinkers who are shaping present day opinion and to afford him an opportunity to formulate, through critical comparison, a point of view of his own. *Open to Seniors who have had History of Philosophy. One semester. Three hours.*

PSYCHOLOGY AND EDUCATION

Professor Lawrance

Psychology

Life now as never before is to be directed by ideas, or ideals. Knowledge and appreciation of the world of ideas and the laws of the mind are a very essential part of a liberal education.

31-32. A. Introductory Psychology—A survey of the main facts and laws of mental life, aiming to provide a sound foundation for further acquaintance with this and kindred subjects, for an improved judgment in dealing with practical problems, and for understanding the psychological bases of industry and commerce, business and finance, and of institutions and the professions.

B. **Social Psychology**—Attention in this course will be centered on the tendencies and relationships which go to build up the self. The course will include therefore a study of (1) instincts, (2) the influence of imitation, suggestion, prestige, and the sentiments as these are manifested in customary groups, (3) group organization based on interests and maintained through investigation and discussion as a means to democracy. How to develop a democratic self is the problem of the course. *Courses 31 and 32 are required of Juniors. Two semesters. Three hours.*

EDUCATION

All College courses in Education continue for one semester and classes meet five times a week. The first three courses listed represent the fifteen semester hours of work in Education required by the State Department, of students in an accredited college for the State Teacher's Diploma and the State Teacher's Certificate. Huron College is authorized to grant, through the State Department of Public Instruction:

The State Teacher's Diploma—For successful completion of the requirements for the Bachelor's degree, provided the course includes fifteen semester hours work on the studies listed below; and

The State Teacher's Certificate—For the successful completion of the first two years of the College course, which must include the required fifteen semester hours of work in History of Education, Educational Psychology, and Principles of Education (or Theory and Practice in Teaching)—the same as for the State Diploma.

11. History of Education—This course includes a brief survey of education in Ancient, Medieval, and Modern times, with a close study of present educational systems, and readings upon important periods and leaders. *First semester. Five hours.* (*Repeated Second Semester*).

21. Educational Psychology—A general treatment of the elements of psychology, and a study of the definite applications of psychological methods to education. A careful study is made of mental tests and measurements. *Second semester. Five hours.*

22. Theory and Practice in Teaching—Extensive readings and classroom discussions of the elements of methods and their application, together with a large amount of observation of teaching methods in the local schools. The actual management and discipline of classes is carried on by these "Practice Teachers" under the direction of trained Supervisors in the Huron Schools. *First semester. Five hours.*

Note: Above three courses represent the "Required College Courses in Education" for the State Diploma and the State Certificate.

Other Courses in Education

41. Child Study—A presentation of the facts concerning the nature and development of the mind during childhood with special reference to their interpretation by the teacher. *First semester. Three hours.*

42. Adolescence—A course in the intensive study of the mental life of the boy and girl beyond the period of childhood, with emphasis upon the relation of the scientific principles involved to education theory. *Second semester. Three hours.*

Courses 41 and 42 will be offered in alternate years, but the order of semesters may be reversed. Prerequisite either Psychology 31 or Education 21.

43. Principles of Education—A study of education as a science considering the various physiological, psychological, and sociological aspects of education. *First semester. Three hours.*

45. Educational Sociology—A study of Education as a social factor with emphasis upon the building up of a social system of thought about educational forces, the educational group and the work of the teacher and the school. *First semester. Three hours.* (Given 1923-24.)

47. Vocational Guidance—A survey of the work done to bring about a more rational adjustment between education and the early vocational experiences of young people as they leave the schools. Such topics as guidance, vocational analysis, analysis of personal characteristics, cumulative school records, surveys and placement will be discussed. *First semester. Three hours.* (Given 1922-23.)

Other Courses in Teacher Training

Throughout the year, a four-year standard Academy is maintained, a regularly State accredited High School, which offers courses that are required as a preliminary to the various teachers' certificates and diplomas. (See courses offered by the Academy.)

The Huron College Conservatory of Music offers two full year's work in Public School Music, for the benefit of those who wish to become instructors or supervisors of music in our public schools. This work correlates with the Education courses required for a Teacher's Certificate, that are offered by this Department. (See courses offered by Conservatory of Music.)

The six weeks Summer School is, in reality, an expansion and extension of the Department of Psychology and Education, for its chief function is to train teachers. Many extra courses are offered, and the faculty is considerably increased. The work is of an intensive nature and the courses are directly and definitely planned to help students meet the complex and trying conditions of the teacher in both city and rural communities. (See courses offered by Summer School.)

PHYSICS

Professor Doner

11. Mechanics, Molecular Physics and Heat—A careful study is made of the most important principles in these subjects, and the work of each lesson is supplemented by laboratory investigation of the principles taught. A minimum of 20 accepted experiments is required of each student. *Elective open to all who have completed Mathematics 11-12. First semester. Three hours recitation and four hours laboratory.*

12. Electricity, Sound, and Light—This course is a continuation of 11 and is conducted on the same plan.

21. Heat—Among the topics treated are: Continuity of state, Carnot's Cycle, First and Second Laws of Thermodynamics, Free Expansion of Gases, Pyrometers, Convection, Conduction, and Radiation. *Elective open to students who have completed courses 11 and 12. First semester. Three hours recitation and lecture, four hours laboratory.*

22. Light—This course includes a study of Optical Constants of Mirrors and Lenses, Aberration, Optical Instruments, Velocity of Light, Wave Theory of Light, Radiation, Interference, Diffraction, Polarization, Theories of Reflection and Refraction. *Elective open to students who have completed courses 11 and 12. Second semester. Three hours recitation and lecture, four hours laboratory.*

POLITICAL SCIENCE

Professor Gage

21. Government and Politics in the United States—The historical development of the American government is traced by reference to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors, Juniors, and Sophomores. One semester. Three hours.*

34. Comparative Government--Interest in this course will be centered first on the government of the United States. An attempt will be made to trace the genesis of our governmental institutions and ideals. With the knowledge of our own government as a foundation the problem of government will be studied. This will lead to a comparative study of various governmental systems of European nations. This course should be of great value to any student, but especially to those who expect to do special work in any of the social sciences. *Open to Juniors. One semester. Three honrs.*

43. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events and cases in British and American history illustrative of the principles involved are cited for investigation and discussion. The Hague Conventions are studied and emphasis is laid upon the problems involved in a League of Nations. *Elective open to Seniors and Juniors. One semester. Three hours.*

44. Political Theories—The historical development of the theories of the state are carefully traced. The various forms of the state are first considered with special reference to their respective times and peoples. The modern political ideas are then considered with special reference to the great world powers of today. *Elective open to Seniors and Juniors. One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomores or special students who have had the necessary preliminary courses.

SOCIOLOGY

Professor Oxtoby

37-38. **Sociology**—An introduction to theoretical and practical sociology. Definition of the science; consideration of the subject matter of sociology and the fundamental social phenomena. The social person; social institutions; social origins; social control; poverty and the social treatment of crime. A wide range of reading from standard texts and from current literature on the subject. *Two semesters. Three hours. Open to Juniors and Seniors.*

SPANISH

Professor Jacob

11-12. **Spanish I**—Grammar and Composition. Easy reader. Alarcón's El Capitán Veneno. Bretón's ? Quien Es Ella? Galdós's Marianela. *Two semesters. Five hours.*

21-22. **Spanish II**—Composition. Alarcón's El Sombrero de Tres Picos. Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's El Haz de Leña. Galdós' Doña Perfecta. Collateral reading. *Two semesters. Three hours.*

SPEECH EDUCATION

Professor McGrew, Miss Hatch

The events of the last few years have demonstrated the vital relationship between speech subjects and the needs of social, economic and political life. They have shown the necessity of speech training as a preparation for the discharge of the obligations of citizenship. To meet this need the following new courses will be offered.

11-12. **Fundamentals of Speech Education**—A course required of all first year students. A thorough drill in the fundamentals of speech. Much practice in the preparation and presentation of speeches. *2 hours. Elective second semester.*

21-22. **Debate.**—First semester. Expository and argumentative speech. Extemporaneous speech. Analysis of public questions. Aim is to develop power of analytical and constructive thinking and power to think before an audience, and to develop persuasive speech. Second semester: Team competition. Constant practice in debating. *3 hours. Open only to those who have had, or are taking Course 11-12.*

23-24. **Oratory**—Devoted primarily to the preparation and the delivery of speeches and orations. Open to all who are interested in entering the local oratorical contest. *2 hours.*

25-26. **Interpretative Reading of Dramatic Literature.**—Study of the drama. Develop skill in oral interpretation of emotional and imaginative literature. Coaching, staging, characterization etc. Several plays will be used for demonstration. *3 hours.*

Private Instruction in Expression will be offered to those desiring it.

The Academy

The Academy courses have in view two distinct objects: First, to prepare the student for further study, either at Huron College or at any other standard college; and secondly, to give as broad and practical an education as possible to students who cannot take a college course.

A total of sixteen units, with the work in Bible, is required for graduation. A subject that is given five hours a week through two semesters, or one year, counts as one unit. Of these sixteen units, eleven are required, as follows:

English	4 units
Mathematics	2 units
*History	2 units
Foreign Language	2 units
Laboratory Science	1 unit

*One unit of History must be in American History and Government.

A student should choose each year four studies from the list of those offered for that year. Or he may elect in any year a study listed for a previous year, which he has omitted. (Except that Elementary Science may not be taken after Biology.) No student is ordinarily permitted to take work in advance of his registered standing. Third and Fourth Year Students take Bible the first semester, First and Second Year Students take it the second semester. All of the following courses apply toward graduation:

First Year.

Bible
Physical Training
English.
Algebra.
Ancient and Medieval History.
Beginning Latin.
*Elementary Science.
*Commercial Work

Second Year.

Bible
Physical Training
English.
Plane Geometry.
Modern History.
Caesar.
French.
*Commercial Work

Third Year.

English.
Solid Geometry and Advanced Algebra.
Cicero.
French.
Greek.
Commercial Work
Bible
Biology.

Fourth Year.

English.
Physics.
Virgil.
French.
Greek.
United States History and Civics.
†Commercial Work.
Bible
Economics

English History
Commercial Geography

*Note 1—Elementary Science may not be credited as a laboratory science, but as an elective.

†Note 2—The following commercial subjects may be elected: Bookkeeping, Shorthand and Typewriting.

Explanation of Academy Courses

BIBLICAL COURSES

The courses of Bible study for the first two years follow the Bible narrative along the thread of Hebrew history, for knowledge of the more constructive events, the more significant lives, and the gradual unfolding of the monotheistic religion that began then to make itself the principal influence in civilization. Incidentally the simpler forms of the literature are examined for their literary or efficiency values. To begin to know and appreciate the main contents of the Old Testament with the New, is believed to be the most satisfactory foundation for all other requirements.

The last two years of Bible study include: (a) the life of Christ, both in biographic details and in religious significance, with examination throughout of the Christ as the Son of God who "taught with authority"; and (b) the early history of the Christian Church, with special study of the portions of the apostolic writings that have proved to be the most expressive of the Christian spirit.

Much elucidative material, such as maps, charts, outlines, and pictures, are accessible. A general knowledge of Bible lands and customs is gained. The method includes text-books, constant use of the Bible, lectures, and references.

I. **Old Testament**—The history of the Hebrews down to the rise of the monarchy. *Required of first year Academy students. Second semester. Two hours.*

II. **Old Testament**—The Old Testament History from David to the Christian era. *Required of second year Academy students. Second semester. Two hours.*

III. **New Testament**—The life of Christ in the four Gospels. *Required of third year Academy students. First semester. Two hours.*

IV. **New Testament**—The Founding of the Christian Church. The life and work of the apostle Paul and the message of his epistles. *Required of fourth year Academy students. First semester. Two hours.*

COMMERCIAL SUBJECTS.

1. **Bookkeeping.**—A study of the elementary principles of bookkeeping. Business knowledge and routine are acquired through the study of the facts concerning the transactions, the business papers involved, and the pro-

per book entries. The making out of actual business papers, taking of trial balances, and preparing of financial statements are given special attention. *Throughout the year, ten hours, one unit credit.*

2. Shorthand—A study of the Gregg System of Shorthand. The first semester is a study of the manual and the plates in the commercial magazine, the Gregg Writer. The student is required to master the principles of shorthand. The second semester is devoted to the taking of dictation. The books used are the Speed Practice, Supplementary Exercises in Gregg Shorthand, a review of the Manual, and the Gregg Writer. The student must be able to write 100 words a minute to be recommended for a position.

Through the year, five hours, one unit credit.

3. Typewriting—A study of the Touch System of typewriting. From the beginning the attention is given to correct fingering through the use of the text. All exercises must be written accurately and a speed of 20 words a minute is demanded at the end of the first semester. Speed tests on sentences containing all the letters in the alphabet, special paragraphs, and solid matter sent out by the typewriter companies for that purpose, are given the student through the year. Drills on special words are practiced for rhythm.

A speed of forty words a minute must be acquired during the second semester and the student should be able to write with ease fifty words a minute.

Throughout the year, ten hours, one unit.

4. Commercial Geography—The purpose of the course is to give the students a general knowledge of the natural resources and commercial enterprises of the world with special emphasis upon America. Recitation, special reports and a limited amount of observation work. *One semester. One half unit.*

ECONOMICS

IV. Economics—A brief survey of political and industrial organization, treated historically with emphasis upon the modern period in America. *One semester. One-half unit credit. Open to seniors only.*

ENGLISH

I. Elementary English.—The work of this course is confined to the fundamentals of effective English. Attention is largely devoted to grammar, spelling, punctuation, penmanship, and reading. Elementary text and exercises in writing and speaking good English. Commercial correspondence. *Two semesters, five hours.*

II. Rhetoric and Composition.—Constant practice in the writing of sentences and paragrahs, with such reading as will fix in mind the customs of good writers. Study of unity, coherence, and emphasis of thought is developed by practice in constructing sentences and paragrahs. *Two semesters, five hours.*

III. English Literature.—The aim of this course is to create an interest in and an appreciation for the masterpieces of literature through the study of selected English prose and poetry. Also the power of writing and speaking is developed through oral and written themes. *Two semesters, five hours.*

IV. American Literature.—This course is a study of selected masterpieces of American writers. Rhetoric and grammar will be studied in connection with advanced themes. *Two semester, five hours.*

FRENCH

I. **Beginning French.**—A study of the essentials of French grammar from an easy textbook, and easy reading and practice in speaking and writing. *Two semesters, five hours.*

II. **Second Year French.**—A continuation of the work of the first year with special attention to reading and conversation. A study of French history, life, and customs. *Two semesters, five hours.*

GERMAN

III. **Beginning German**—The essentials of grammar, with easy readings and practice in speaking and writing. *Two semesters. Five hours.*

IV. **Second Year German**—The study of grammar and composition is continued. The texts read usually illustrate German life and customs, besides affording a basis for conversation. *Two semesters. Five hours.*

Note: Courses in German were not offered this past year.

GREEK

It is advisable that students begin the study of Greek as early as the Third Year Academy, but those not having begun it then may take the beginning course in any year and after the first year's work may carry double work if so desired.

III. **Beginning Greek**—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading and conversation will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Two semesters. Four hours.*

IV. **Second Year Greek**—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Two semesters. Four hours.*

HISTORY

I. **Ancient and Medieval History**—This course covers early European civilization up to 1650. *First semester, five hours. Second semester, four hours.*

II. **Modern History**—This course makes a general survey of the progress of civilization in Europe from 1650 to about 1916. *First semester, five hours. Second semester, four hours.*

III. **English History**—A study of English governmental institutions, customs and common law, religious conflicts, Colonial policy. Influence of literature, and influences of the various stages upon literature. *Two semesters. One unit.*

IV (a). **American**—A topical study in American history designed to prepare the student for an advanced course in American politics. *First semester. Five hours.*

IV (b). **Civics**—This course includes a study of local government as illustrated in township, city, and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Second semester. Five hours.*

LATIN

I. Beginning Latin—Place's Latin Lessons is the text used. A thorough knowledge of the principles of syntax and word forms is required. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

II. Second Year Latin—Selections from Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

III. Third Year Latin—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

IV. Fourth Year Latin—Virgil. Books I-VI of the Aeneid of Virgil are read, with supplementary study along the lines of syntax, the epic form, prosody, scansion, rhetorical figures, and mythology. *First semester, five hours. Second semester, four hours.*

MATHEMATICS

I. Algebra—This course will be an introduction to the elementary conceptions of algebra, including factoring, solution of simple and simultaneous equations, both algebraically and graphically, and an introduction to quadratic equations. *Two semesters. Five hours.*

II. Plane Geometry—(a) A study of triangles, circles, and methods of construction will be the content of this course. *First semester. Five hours.*

(b) Proportion, similarity of polygons, and an extension of construction methods will be the work covered by this course. *Second semester. Five hours.*

III. Solid Geometry—The application of the principles of plane geometry to three dimensional space. *First semester. Five hours.*

III. Algebra—This course, which will be introduced by a thorough review of the elementary algebra, will include imaginaries, progressions, binomial theorem, extraction of roots, expansions, and the solution of both simple and simultaneous quadratic equations. *Second semester. Five hours.*

SCIENCE

I. Elementary Science Course—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Second semester. Five hours. Open for credit only to the first year students in the Academy.*

III. (a) **Zoology**—The purpose of this course is to afford a broad view of the animal kingdom, and a foundation on which to base future study and observation. The course will involve a general survey of the structure, functions, habits, and life history of representative animals of the various phyla. Special emphasis will be laid upon the more important principles of animal ecology. Each student will be required to do considerable field and some laboratory work. *First semester. Recitations and laboratory.*

III. (b) **Botany**—The first part of this course will involve considerable laboratory work, illustrative of the storage of food in seeds, the germination of seeds, and the microscopic structure of roots, stem and leaves. The latter part of the course will be devoted to field work and plant analysis. *Second semester. Recitation and laboratory.*

IV. Physics—A thorough study of the elementary principles of Physics. The laboratory work is considered an important part of this course. A minimum of forty accepted experiments is required of each student and the aim is to introduce the student to the method of true scientific investigation. *Two semesters. Recitation and laboratory.*

Teachers' Normal Courses

LEADING TO STATE CERTIFICATES AND LIFE DIPLOMAS

Huron College offers a **Two Years' Normal Course** which leads, without examination, to the State Teachers' Provisional Certificate, (exchanged, after teaching experience, for a State Certificate); and a **Four Years' Normal Course** which leads, without examination, to a State Teachers' Diploma (exchanged, after teaching experience, for a Life Diploma). Huron Academy offers the regular High School work in preparation for the above courses. Additional Normal Courses are given in Huron College Summer School.

The High School or Academy requirements for both certificate and diploma, as outlined by the State Department of Public Instruction, are those for graduation from a Standard High School, but must include 108 weeks of English or American Literature, and English Composition and Rhetoric; 36 weeks of Algebra (to Quadratics) and 36 weeks of Plane Geometry; 36 weeks of American History and Civics and 36 weeks of European History; 36 weeks of Science—Physics, Physiography, Botany and Zoology, or Chemistry. Each year of the Academy Course must include at least four of the regular subjects, except that in the Senior year, Normal Reviews may be substituted for one regular course.

The requirements in College work, as made by the State Department, for these applicants for State Certificates or State Diploma, are 15 semester hours of Professional Education Courses (See page 44). The applicant for the State Certificate is required to pursue four of the following subjects in the first year of College work: Education, English, Algebra, Chemistry, Biology, French, Latin, Greek; four of the following subjects in the second year of College work: Education, History, Biology, Chemistry, Physics, French, Latin, Greek, English. All Normal students are required by the College to maintain a full schedule of work, and those desiring the State Diploma, to fulfill the requirements for graduation.

Many of the subjects required in these Normal Courses are offered in the Summer School.

Since 1920 the State Department has ruled that all applicants for any certificate, according to the rank of the certificate, must attend an accredited Summer School prior to teaching.

All the Training Courses in the Academy, College and Summer School are examined and approved each year by the State Superintendent of Public Instruction. For details as to courses, schedule, and fees, and special Teachers' Training Bulletin should be consulted.

Summer School

Professor Harold G. Lawrence, Director.

Huron Summer School, established in 1901, is the oldest Summer School in South Dakota. It is one of the units of the work of Huron College and both Faculty and Trustees are responsible for furthering its interests in every possible way. Instruction is given by the regular members of the Faculty and additional teachers and lecturers, from other institutions, who are leaders in the educational field.

AIMS

Huron Summer School begins immediately after College Commencement and continues for six weeks. Its aim is fourfold. First, it provides broad and thorough training for prospective teachers that will enable them to pass the various Teachers' Examinations or to earn directly one of the many Teachers' Certificates or Diplomas. Moreover, it gives experienced teachers an opportunity to review, or to advance to a better and more remunerative position. Second, through the many Academy and College courses offered, students are privileged to make up work in the regular curriculum or to strengthen themselves in certain subjects. Third, Huron Summer School offers a suitable way for study in special fields, such as in Music, Language or Commerce. Fourth, in the many lectures on cultural subjects, in the open air plays, concerts, recitals, art exhibits, open forums, and community singing, it affords the people in Huron many advantages and enlightened pleasures.

RANKING

That the many efforts put forth to realize these aims in a complete and practical manner are justified, seems to be amply proved by the rapid increase in attendance within the past three years (a gain of over 110%), and by the high ranking given Huron Summer School by the State Department of Public Instruction as well as by other agencies. A recent state ruling requires all applicants for certificates of any kind to attend Summer School. Supt. Fred L. Shaw states that attendance at the Summer School of Huron College will meet the requirements the same as the attendance at any State Normal School. All the work is fully accredited, whether it be in the Academy, College or Normal Training Department.

CREDITS

The amount of credit given in each subject, the list of courses offered each summer in Academy, College, Music, Commercial and Teacher Training Departments, the schedule of recitations, the fees for tuition, the expenses of room and board, are given in a special Summer School Bulletin. This Bulletin is published every spring and may be had upon application.

Commercial Course

CERTIFICATE ISSUED AFTER ONE YEAR

This course is intended for students who cannot take the longer courses but desire to enter offices as bookkeepers or stenographers. Such students are given a certificate upon satisfactorily completing the following courses:

1. Bookkeeping—A study of the elementary principles of bookkeeping. Business knowledge and routine are acquired through the study of the facts concerning the transactions, the business papers involved, and the proper book entries. The making out of actual business papers, taking of trial balances, and preparing of financial statements are given special attention. Throughout the year, ten hours, one unit.

2. Shorthand—A study of the Gregg System of Shorthand. The first semester is a study of the manual and the plates in the commercial magazine, the Gregg Writer. The student is required to master the principles of shorthand. The second semester is devoted to the taking of dictation. The books used are the Speed Practice, Supplementary Exercises in Gregg Shorthand, a review of the Manual, and the Gregg Writer. The student must be able to write 100 words a minute to be recommended for a position. Throughout the year, five hours, one unit.

3. Typewriting—A study of the Touch System of typewriting. From the beginning the attention is given to correct fingering through the use of a text. All exercises must be written accurately and a speed of 20 words a minute is demanded at the end of the first semester. Speed tests on sentences containing all the letters in the alphabet, special paragraphs, and solid matter sent out by the typewriter companies for that purpose, are given the student through the year. Drills on special words are practiced for rhythm.

A speed of forty words a minute must be acquired during the second semester and the student should be able to write with ease fifty words a minute. Throughout the year, ten hours, one unit.

4. Business English—This course in English aims to lay special emphasis on the things that the student of this course will need in the office work. Grammar, spelling, punctuation, letter writing, commercial forms, correspondence. Five recitations a week throughout the year.

HIGH SCHOOL GRADUATES

High school graduates who find it impracticable to take a four year college course may register as special students, and take the bookkeeping and stenography courses described above. These courses do not receive college credit. At the same time they may pursue college courses for which they are prepared. Freshman English is especially desirable.

IN THE COLLEGE CONSULT ALSO THE DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION FOR COURSES IN DETAIL

The college offers a major of thirty semester hours in economics, in a course leading to a bachelor of science degree. The aim in this department is to give instruction in courses which are fundamental and which give general training as well as technical training.

School of Music

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music, it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical life and culture in our state.

The School of Music has enjoyed quite an unusual and rapid growth, during recent years, thereby making it necessary to add to the teaching force as well as to add to the facilities for teaching and practice. There are now twelve rooms devoted entirely to the use of this department. The college auditorium is used for recitals and other special public programs. There are sixteen high grade pianos used in the department, including grands for teaching and concert purposes. Because of this equipment which is unusally good for a school of this size, we are able to offer the best of musical advantages. Students in the School of Music enjoy the cultural and social advantages of college life and are privileged to join freely in all college activities. The Dormitory is open to young women who are responsible for their conduct to the Dean of Women. All students in the School of Music are under the general regulations which govern students who register in any department of the College.

Courses of Instruction

Voice Piano Organ Violin Viola
Public School Music Wood-Wind, and Brass Instruments
Classes for Children in Piano, Violin, Expression
Harmony Theory of Music History of Music Counterpoint
Ensemble Musical Appreciation Expression Languages

Regular Courses

The special attention of prospective students is called to the Regular Courses in Music. These courses are very comprehensive in their scope and are outlined to cover four years of intensive work. The completion of a Regular Course involves a thorough and well-rounded training in all the fundamentals of music and particular skill as a performer in some special branch.

THE REGULAR FOUR YEAR COURSE

Students enrolling in this course may take piano, voice, organ, or violin as their major study. The piano is adopted as the basis of study and is required as a minor subject of all who take voice, violin or organ as their major. Any subject, when taken as a major, will be given in private lessons of thirty minutes each twice a week. Subjects taken as minors are likewise given in private lessons. History and theory of music, harmony, sight reading, and similar subjects are given in full classes unless otherwise desired. Students pursuing this course are required to register in the regular college classes to study English language and literature, the elements of French, and Italian, history, and psychology.

The Four-Year Course is arranged with the idea of training students thoroughly in the fundamentals of music. To complete the Course one must attain great proficiency in some one subject, the major, give a public recital, and have in addition a good working knowledge of the minors. The languages and other college subjects which are taught are directly useful to a musician and provide a background of general culture which every musician should have. Those who wish to make music their profession should complete the Four-Year Course.

OUTLINE OF COURSES

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, Huron College School of Music presents the following outline of instruction arranged in five general divisions:

1. Preparatory Course.
2. Intermediate Course.
3. Normal Training Course.
4. Graduatimg Certificate Course.
5. Degree Course.

The Preparatory Course—This course covers the rudiments of music and is open to all beginners. Students are advanced as rapidly as their progress justifies.

The Intermediate Course—In this course, students are brought to a technical proficiency which will enable them to appear creditably in student recitals.

The Graduating Certificate Course—This course is designed for students preparing for professional work as teachers or players and for amateurs who desire to obtain a thorough training in the art and science of music, and wish to pursue a definite and systematic course of study.

The Degree Course—A course leading to the Bachelor of Music degree has been outlined and adopted. An ordinary student can probably not earn such a degree in less than five years' study beyond a standard high school course. It will require a large amount of work in college courses leading to the Bachelor of Arts and Bachelor of Science degrees. Intellectually and culturally, the Bachelor of Music degree will be fairly equivalent to other bachelors' degrees offered by standard colleges.

Complete information is given in the regular College catalogue which will be sent on request.

Requirements for the Degree of Bachelor of Music

(1) The entrance requirements are the same as for the A. B. and B. S. courses.

(2) A minimum of 64 hours of work will be required from college courses (including musical subjects credited toward the A. B. or B. S. degree.)

(3) Two courses will be required in the Dept. of Biblical Literature (of which one must be chosen from Junior Christian Evidences and Senior Ethics).

(4) The following is the approximate distribution of the 64 hours of college work required:

Freshman English 11-12	6 hrs.
Foreign Language	24 hrs.
Bible and Ethics	5 hrs.
Musical Theory	8 hrs.
Elective	21 hrs.

(5) The following will be the approximate distribution of the 64 hours of music work required:—

Major Subject	32 hrs.
Theory	14 hrs.
Music History	4 hrs.
Minor Subject	8 hrs.
Elective	6 hrs.

PIANO

Miss Robbins, Miss Finley

Preparatory--Grade 1. Instruction books or technical exercises used according to individual needs. Hand culture, touch, rhythm study, phrasing and ear training. Simple pieces by modern composers.

Grade II. Continuation of Grade I. Sonatinas by Clementi, Kuhlau, Gurlitt, Dussek, etc. Smaller compositions by Handel, Mozart, Beethoven, Schumann, etc.

Intermediate Grade--Grade I. Further development of technique, including major and minor scales, arpeggios, chords, etc. Studies by Czerny, Heller, Bertini, Loeschorn. Easy sonatas and pieces by Haydn, Clementi Beethoven. **Grade II**. Bach two and three part Inventions, Mendelssohn, Songs without words, smaller selections of Chopin, Grieg, Shubert, and modern standard composers.

Graduating Certificate and Degree--Well tempered clavichord by Bach, Etudes by Clementi, Czerny, Koszkowski, Liszt, Chopin; Sonatas of Beethoven, Grieg, etc; pieces and concertos by Chopin, Schumann, Saint-Saens, Liszt, Grieg, MacDowell, and modern composers.

ORGAN

Miss Robbins

The organ course is designed to provide thorough training as a church organist. Only students who have received a sufficient amount of instruction on the piano will be entered in the organ course. Instruction will consist of the proper playing of Hymns, Anthems, Pedal Studies, Accompanying, Improvising and Solo Compositions. The organ in the Presbyterian Church is used for teaching and practice purposes.

VIOLIN

Miss Cannon, Miss Brewer

For the graduating certificate or degree in violin playing the pupil must have completed the courses in Harmony, Counterpoint, History of Music and Music Analysis.

Opportunity is offered to the student to play in the community orchestra and to obtain some knowledge of string ensemble.

Childrens Classes--Violin classes open to beginners have been organized by Miss Cannon among the children of the Public Schools of Huron. This work has proven very successful and is worked out on the same plans as used in many of the large cities. Members of these classes meet at the college one hour each week for lessons and rehearsal. Public recitals are given by the classes, at least once in each semester. Dr. Mitchell's "Public School Class Method for the Violin."

Preparatory:—Instruction books and techincal exercises used according to the individual need.

Outline of theoretical work approximately:

I. a—Parmenter "Violin Instruction for Children".
  b—Hohman "Violin Book I".
  c—DeBeriot, Book I Part I.
II. a—Hermann "Violin School"
  b—Hermann op. 20—"100 Violin Studies for Beginners"
III. a—Bohmer "Studies in Intonation."
IV. a—Gruenberg "Scales and Chords in 1st Portion."
V. a—Sevcik-Op. I Part I Violin technics, First Portion solos to suit needs, easy duets, etc.

Intermediate:

I. DeBeriot, Studies from 3rd to 5th positions inclusive.
II. Bytovetski, Violin technics in all posistions. Memorizing of Scales.
III. Wolfart-Kayser, Etudes.
IV. Daucla—"50 Daily Mechanical Exercises"
V. Dont—"24 Etudes."Solos to suit needs. Mazas duets. Student Concertos of Accolay, Seitz, Bloch, Strube, Ortman, etc-

Diploma or Degree:

I. Bytovetski—Book I, completed.
II. Kreutzer—42 Studies.
III. a—Casorte—Bowing Studies.
  b—Tartini—Bowing Studies.
  c—Bytoveski—Book III, Bowing Studies.
IV. Bytoveski—Book IV, Special 4th Finger Studies.
V. Bytoveski—Book II, Studies in Double Stops Memorizing of Scales in Double Stops.
VI. Fionillo—36 Caprices.
VII. Special Studies in Shifting, Trills, Chromatics, etc.
VIII. Rode—24 Caprices.
IX. Bach, J. S.—Solo Sonatas
X. Solos to suit needs, Concertos by DeBeriot, Viotte, Rode, Kreutzer, Mozart, Leonard, Mendelssohn, etc. Modern Compositions.

ENSEMBLE

Miss Cannon

This important course has been designed and is under the competent direction of Miss Cannon who will take into the class only those advanced students of piano, violin, and cello who desire the opportunity of acquainting themselves with the best of Chamber music. The art of accompanying will be studied and the combination of two, three and four instruments will be used as the occasion demands.

VOICE

Professor Bailey

The course of instruction in voice as applied to grades can only in the most general way indicate the system of training to which the student will be subjected. "Vocalises" by Concone, Panofka, Marchesi, Vaccai, and other composers are used; yet it may be said that the method used is based on the Italian, French, German, and American schools of training the voice. It is maintained that this training will develop the correctly placed voice so that the pupil can produce with equal ease and firmness and an even quality all tones from the lowest to the highest. From this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto", or beautiful singing.

Correct breathing, correct position in singing, and the mechanism of the voice is explained as far as necessary along with special attention to the needs of each individual. Exercises, studies, and songs are carefully selected according to the requirements of each voice.

Study will be made of the interpretation of Arias, Songs, and Ballads from the best of the Old and Modern Schools, with strict attention to phrasing, enunciating, and rhythm.

For the graduating certificate or degree in vocal music, the pupil must complete the Course in Harmony, Theory, and History of Music, and must also complete the intermediate course in Instrumental music.

THE NORMAL TRAINING COURSE

Miss Finley

Two years' training in this course is required for a full teacher's certificate. Children between the ages of seven and twelve who have never studied music are enrolled in the Normal children's classes and are taught twice a week by Junior and Senior students desiring a teacher's certificate. The work is outlined by the head of the department, who supervises the teaching, selects the music to be taught, and who lectures once a week on Musical Pedagogy. This is one of the few schools in the Northwest offering such a course.

The children are given one lesson of thirty minutes duration for individual piano work, and one forty-five minute class lesson each week. The class lesson consists of table work, elementary training in Intervals, Chords and Scale Building, and Ear Training. The piano lesson consists of New England Conservatory, Book I, and Home Study Book by Mrs. Crosby Adams for the first year lessons. Sonatinas by Kuhlau, Clementi, etc., are used in the second year classes. Pieces by Hannah Smith, Nettie Ellsworth, Edith Prynn Hall, Gurlitt, the easier pieces from the Schumann Album for the Young, etc., as well as Ensemble work are studied during the two years. At the end of each semester, a public recital is given by the children. Anyone wishing to teach will find this Department a very great help.

In addition to these courses, the following courses in Theory and History of Music must be taken, if the student is working for a graduating certificate or degree.

HISTORY OF MUSIC

Miss Cannon, Miss Robbins

The object of the course in Music History is to give the student a knowledge of the great epochs in musical developement so that he may have a broader cultural background on which to build intelligently and thoroughly his own technical equipment.

First Semester--A general survey of great movements in development of the art of music from the time of primitive man to the period of Bach and Handel. Lectures, Outside readings and reports, Illustrative material on phonograph.

2nd Semester--Development of music from the time of Beethoven t the present day; Continuation of lectures, Outside reports and papers. Phonograph records. Current musical events.

Text used is "Essentials in Music History" by Tapper-Goetschus. *Tw Semesters. Two hours credit each semester.*

THE APPRECIATION OF MUSIC

Miss Cannon, Miss Robbins

This course is especially intended for those who are not studying music, yet wish to enlarge their critical appreciation of music as a detail of their general culture. With this end in view music will be examined in its historic and technical aspects. Full explanation will be given to the modern forms as well as the styles and achievements of leading composers. Instruments will be explained both singly and in groups, as will the principles underlying composition and performance. The lectures will be illustrated by members of the faculty and student body and advance lectures will be given upon the programs of public concerts. The course is directly adapted to the special needs of college students but is also open to music school students. *Two hours per week throughout the year. Credit Two hours for the year.*

WOOD-WIND AND BRASS INSTRUMENTS

Instruction on the Flute, Piccolo, Clarinet, Bassoon, Mellophone, French Horn, Valve-Trombone, and Slide-Trombone is given.

PUBLIC SCHOOL MUSIC

Miss Cannon

A course in Public School Music is quite necessary for one who wishes to become an instructor and supervisor of music in public schools. Each year our public schools are offering more work in music and the demand for teachers is increasing. The following course is outlined with a view to giving students a practical training in this important branch of music:

Notation
Solmization
Interval-drills
Rhythm
Vocalization
Ear training
Transposing
Two- and three-part singing
Enunciation
Rote-songs
Scale-structure
Principles of harmony

Public School Music Course

Requirements for admission to this course are the same as for admission to college, namely fifteen (15) high school units.

First Year

1st Semester		*2nd Semester*	
Public School Music Methods	2 hrs.	Public School Music Methods	2 hrs.
Harmony	2 hrs.	Harmony	2 hrs.
History of Music	2 hrs.	History of Music	2 hrs.
Voice	4 hrs.	Voice	2 hrs.
Piano	2 hrs.	Piano	2 hrs.
		Educational Psychology	5 hrs.
Elective (College)	3 hrs.	Elective (College)	3 hrs.
Total	15 hrs.	Total	18 hrs.

Second Year

1st Semester		*2nd Semester*	
Theory of Teaching	5 hrs.	Public School Music Methods	3 hrs.
Public School Music Methods	3 hrs.	Harmony	2 hrs.
Harmony	2 hrs.	Voice	4 hrs.
Voice	2 hrs.	Piano	2 hrs.
Piano	2 hrs	Elective (College)	3 hrs.
Elective (College)	3 hrs.		
Total	17 hrs.	Total	14 hrs.

The above course has been approved by the Superintendent of Public Instruction of the State of South Dakota as leading to the Vocational Certificate to teach Public School Music.

THEORY

First Year—Ear Training, Intervals, Scales, Chords, Chord Progressions.

Second Year—Harmony.

Third Year—Analysis of musical form.

Fourth Year—Counterpoint.

Ear Training—1. Training of Ear for Tone Perception. 2. Study of Intervals. 3. Scale and Chord Formation. 4. Beginning of Chord Progression. *Elective to college students. Two semesters. Two hours credit each semester.*

Harmony—Text Book used is Chadwick's. The work covers one and one-half years. The last half of the second year is spent in Analysis of Harmonic Construction of Compositions by standard composers. *Elective to College Students. Two semesters. Two hours credit each semester.*

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis of classic and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, perceptions of sounds, overtones, rhythm, notation and figure treatment. Text Book used is Elson's Theory of Music. *Elective to Juniors and Seniors in the College. Two semesters. Two hours credit each semester.*

Counterpoint—One Semester of Simple Counterpoint, two, three and four part writing in the various species.

Second Semester—Double Counterpoint. Five to eight part writing. Elective to Juniors and Seniors. *Two semesters. Two hours credit each semester*

REGULAR COURSES IN MUSIC

These courses are arranged with a view to enable the student to become an accomplished musician. The piano is adopted as the basis of study. The piano will be a minor study for all students who want to make Voice, Violin, or Cello their specialty.

All those who want to make music their profession should take these courses Violin, piano, voice, cello, lessons, when taken as majors are given in private lessons of thirty minutes each twice a week; when taken as minors they are given in private lessons of thirty minutes each once a week. All other branches are taught in full classes. (See pages 59 and 60).

EXPRESSION DEPARTMENT

Miss Hatch

The aim of the School of Expression is to provide such requirements as will enable the students under the most favorable circumstances and within a reasonable length of time to test their powers and prepare for their profession.

As it is true that the most perfect reader is the most perfect actor, it is through this course that the fixed and stiff elocutionist may be converted into the easy, natural reader of today.

COURSE IN EXPRESSION

English and Public Speaking	10 hrs.
Bible	2 hrs.
College Life and Problems	1 hr.
Physical Training	2 hrs.
Musical Appreciation	2 hrs.
	17 hrs.
Electives from college courses open to Freshmen and Sophomores, preferably from English, Speech Education, and Foreign Languages	15 hrs.
	32 hrs.
Story Telling	4 hrs.
Extemporaneous Speaking	4 hrs.
Literary Interpretation	6 hrs.
Play Presentation	4 hrs.
Pageantry	4 hrs.
Teaching Methods	2 hrs.

Two private lessons per week for two years.

One Recital required.

Candidates for Certificates must be recommended to the Faculty by the head of the School of Music, having been recommended to him by the head of the Department of Expression.

REQUIREMENTS FOR GRADUATION

Graduating Certificates are awarded by the Board of Trustees to those students who complete the above outlined Courses of Instruction to the satisfaction of the Examiners of the School of Music and who are recommended for graduation by the Faculty of the College. Beginners in any branch of music must complete the Preparatory, Intermediate, and Graduate Courses in order to receive a graduating certificate. Advanced students who enter the School of Music may receive a graduating certificate in one or two years, at the discretion of the faculty.

Teachers' Certificates are granted by the Board of Trustees on recommendation of the Faculty of the College and the Examiners of the School of Music to those students who have satisfactorily completed the work of the Normal Training Department, in addition to the work required for the graduating certificate. Beginners who are working for a certificate must complete a two years' course in the Normal Training Department, in addition to the work required for a graduating certificate. Advanced students may secure a certificate after one year's work in the Normal Training Department.

The Following Work is Given WITHOUT TUITION CHARGES to all Regular Students of the School of Music.

Ensemble Work—For four hands on one piano and two pianos; for four and eight hands on two pianos; Violin and Piano; Violin, Cello, and Piano; Voice, Violin, and Piano; String-Quartets, etc.

Orchestra—All students sufficiently advanced are asked to join the orchestra for study and performance of works for string, and full orchestra.

Children's Orchestra-- An orchestra open to children under High School age meets for regular rehearsal throughout the year. All children who play orchestral instruments whether taking work at the college or not are invited to join this organization. Public appearances will be made by this orchestra at various times during the year.

Choir—Mr. Bailey is director of a large chorus in one of the principal churches of the city, to which students of sufficient proficiency are admitted. The choir sings regularly on Sunday mornings and evenings and during the year several musical services are given.

Girls' Glee Club—A young women's glee club is maintained and is doing good work. Membership in this club is open to all young ladies of the college but is limited as to number. The club appears in concerts and at various college functions. The club is under the direction of Miss Robbins.

Men's Glee Club—A glee club is organized each fall which is open to all men of the college who possess some singing ability. As only a limited number of singers can be used competition is keen for places in the organization. There are numerous calls each year for concerts by the club, both in Huron and out over the state.

Student Recitals—Short, informal recitals are given regularly by the students in the college auditorium. The purpose of such frequent appearance is to make the pupils as free from self-consciousness as possible. Occasional evening recitals which are open to the public are given by the more advanced students.

Faculty Recitals—Occasional recitals are given by different members of the faculty throughout the year, to which the public is invited and which the students are urged to attend.

Artist Recitals—During recent years students at the college have heard such well known artists as Christine Miller, Sascha Jacobsen, Heniot Levy, Isolde Menges, Zoellner String Quartette, Edna Gunnar Peterson, Harriet McConnell, Louis Kreidler, Ernest Davis, Harold Henry, Frances Ingram, Myrna Sharlow, Augusta Cottlow, Vera Poppe, etc.

TUITION

For Private Instruction (Half-hour lessons)	Per Semester One lesson a week	 Two lessons a week
Voice	$27.00	45.00
Piano	24.00	40.00
Piano	22 .00	35.00
Piano (For children under High School age)	18.00	30.00
Violin, Viola, Cello, etc.	24.00	40.00
Violin (For children under High School age)	18.00	30.00
Flute, Clarinet, Cornet, Trombone, etc.	18.00	30.00
Theory, History of Music, Public School Music	22.00	35.00
Expression	22.00	35.00

In Classes of Three or More

(One hour lessons)		
Theory, History of Music, Musical Appreciation		$18.00
Public School Music		18.00
Expression		18.00
Violin for Children	10.00	18.00
Normal Training Piano Department for Children	10.00	18.00
Children's Class in Expression	10.00	

OTHER FEES

	Per semester
Piano Rental for Practice:	
—One period per day	$ 6.00
—For each additional hour	3.00
Room Rent in the Voorhees Dormitory (for girls)	$25.00 to $35.00
Table Board, about $5.00 per week	90.00
Laundry, about	10.00
Books, including sheet music from $3 to $6	5.00
*Students' Association Fee ($10 per year or)	5.00

*Students not rooming in the dormitory, who enroll for not more than two lessons per week, if they do not desire to take advantage of the special privileges provided for by payment of the full fee of $5 per semester to The Students' Association, may be excused from the regular fee.

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work, will have the privilege of paying according to the following schedule, provided that the charge made for any semester registration shall not be less than five dollars.

$1.75 per lesson from teachers whose semester rate is	$24 to $27
$1.50 per lesson from teachers whose semester rate is	22
$1.25 per lesson from teachers whose semester rate is	18

SUGGESTIONS AND REGULATIONS

1. It is advisable that students take two lessons per week, as this insures more rapid progress in their studies.

2. Lessons missed by pupils or those falling on holidays or vacations, or on days or periods of days on which the college is closed, will not be made up under any consideration, sickness of two weeks or more being the only exception, unless proper arrangement is made with the teacher at least twenty-four hours in advance.

3. Students discontinuing their work during the semester will be charged the single lesson rate.

4. All students studying orchestra or band instruments have the opportunity to play in such organizations.

5. All lessons in the School of Music will be given by the semester, the semesters in this department being identical with those of the other departments. Private lessons of thirty minutes each will be given in Voice, on the Piano, Violin, and other instruments. Class lessons in the Theoretical Subjects, Public School Music, Musical Appreciation and other subjects will be one hour each.

6. Arrangements relating to the assignment of work, changing of lesson hours, piano practice, and similar matters should be made with the Director of Music.

7. All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. All financial arrangements should be made with the Treasurer **before** the student begins work.

Degrees Conferred

June, 1921

IN COURSE

Grace E. Brandt, A. B.
Edith Marie Cary, A. B.
George Elbert Longstaff, A. B.
Mary Adeline McArthur, A. B.
Golda Eugennia McMillan, A. B.
Carrie May Sargent, A. B.
Lalla Rookh Tormohlen, A. B.
Ruby R. Washburn, A. B.
Martha Benesh, B. S.
Dick C. Bloemendaal, B. S.
John Bullock, B. S.
Harry M. Hoffman, B. S.
Keith H. Holton, B. S.
Keith H. Holton, B. M.

ACADEMY GRADUATES

June, 1921

Lucile Elinore Edwards
Vincent John Keeler
La Fern Lyons
Kenneth Hugh Parker
Dorothy Amanda Todd
Howard Harold Wells

Commercial Certificates

Ethel Mae Bailey
Pauline Christine Bohning
Catherine M. Frahm
Alice Louise Helms
Mina Blanche Hoskin
Hattie May Wakefield

MUSIC

June 1921

Diploma in Violin

Winifred Caryl Brewer

Diploma in Voice

Ethel Beatrice Phillips

Diploma in Expression

Winifred Caryl Brewer

Normal Piano Training and Public School Music Certificates

Ethel Beatrice Phillips

COMMENCEMENT ORATORS

1920-1921

"The Stranger Within Our Gates"	Grace E. Brandt
"The Evolution of Democracy"	John Bullock

NOTE—In the public exercises of commencement day, the graduating class is represented by two orators chosen by the class from a list nominated by the faculty.

PRIZES AWARDED

1920-1921

The F. H. Kent Prize in Oratory
1. Robert Crawford 2. Rowland Randolph
The Charles E. DeLand Prize in Oratory
1. John Bullock
The Thomas Maynard Prizes in Declamation
1. Sarah Cloyd 2. Jackson Laughlin
Smith Extemporaneous Speaking Trophy
1. Sarah Cloyd
The Robert C. Gibbs Prize for Scholarship
1. Carrie Sargent

COLLEGE DEBATERS

1920-1921

Dakota Wesleyan at Mitchell: Starkey Grove, Rowland Randolph, John Williams.

Yankton at Huron: Richard Bloemendaal, Charles Gilchrist, Herman Sweet.

Jamestown at Huron: Stanley Arnett, Rowland Randolph, John Williams.

South Dakota State at Brookings: Rosalie Challacombe, Sarah Cloyd, Margaret Mason.

Sioux Falls at Huron: Adeline McArthur, Florence Wallace, Ruby Washburn.

SPECIAL LECTURES

Rev. J. M. Wilson, D. D., Omaha, Nebraska—"The Pillar and Ground of Truth"

Rev. Wallace M. Hamilton, D. D., Sioux City, Iowa—"The Part of Faith in a Successful Life."

Dr. Geo. G. Mahy, Philadelphia, Pennsylvania,—"A Man"

Miss Elizabeth Evans, Sapporo, Japan—"New Japan"

Dr. Gilbert Lovell, Changteh, China,—"China's Great Men."

Ernest Hutcheson, New York City—"Present Revival of Interest in Good Music."

Bishop Remington, Rapid City, South Dakota—"Foundation Stones of Lasting Peace."

Dr. E. K. Fretwell, Columbia University—"The Small College as a Preparation for Life."

President Aurelia Henry Reinhart, Mills College, Cal.—"Dante"

Dr. W. W. Wood, Lencoes, Brazil—"Medical Missions in Brazil"

Dr. C. D. Royse, Rockville, Ind.—"Present Problems in the Near East."

Dr. Ilahibaksh, Alahabad, India—"Causes of Indian Unrest."

Dr. Robert Clements, Chicago, Illinois—Education Week.

Dr. O. W. Stewart, Chicago, Illinois—"International Finance"

Hon. Coe I. Crawford, Huron, South Dakota—"General Grant."

Robert M. Hopkins, (Sec'y International S. S. Assn.)—"Religious Education"

Rev. Cleland B. McAfee, D. D., LL. D., Chicago, Illinois—"The World Outlook in the Choice of a Profession."

List of Students

1921-1922

(The numbers refer to the bound volume of registrations)

College

SENIORS

380	Brewer, Winifred Caryl		Woonsocket
381	Crawford, Robert Dean		Huron
382	Culver, Alta Mae		Cavour
263	Hagen, Electa M. J		Huron
275	Holton, Verl Alred		Huron
294	Kirk, Beth		Huron
396	Phillips, Ethel Beatrice		Huron
355	Sweet, Herman James		Canova
373	Williams, John Raymond	(9)	McIntosh

JUNIORS

211	Alley, Enos G		Huron
219	Arnett, Stanley E		Redfield
218	Barnett, Margie E		Huron
236	Clarke, Alfra Ellen		Huron
258	Gilchrist, Charles B		Kadoka
290	Jones, Esther Mae		Midland
507	Knapp, Roy Alexander		Huron
304	Lyon, Dora H		Huron
314	Mauch, Ruby Henrietta		Hetland
327	Palm, Bernard Lawrence		Huron
331	Perrin, Ruth Emily		Huron
337	Richter, Robert William		Dell Rapids
400	Schroeder, Harold L		Miller
346	Smith, Percy L		Sioux City, Iowa
356	Taylor, Elizabeth		Huron
367	Walker, Albert Clarke		Oklahoma City, Okla.
368	Wallace, Florence M		Huron
369	Wallace, Mabel L	(18)	Huron

SOPHOMORES

210	Allen, Carroll M		Sergeantsville, N. J.
215	Bangs, Blanche E		Huron
517	Bertrand, Gladys Marie		Willow Lake
226	Brown, Marvelle		Huron
227	Brown, Mervelle		Huron
231	Challacombe, Rosalie Belle		Huron
238	Cloyd, Sarah Carroll		Huron
243	Crerar, Alice Edith		Wessington Springs
384	Ericson, Evelyn		Huron
394	Furman, Ellsworth H		Miller
261	Griffiths, Raymond S		Milesville
264	Hagen, Mary Betsy G		Huron
273	Helms, Florence H		Huron
274	Hendrickson, George Dewey		Custer

291	Joseph, Marian Threasa	Huron
297	Laughlin, Thomas Jackson	Huron
299	Launspach, John A	Huron
301	Light, Rose E	Huron
316	Meyer, Maybelle F	Huron
321	Murphy, Claire Mae	Iroquois
386	Newton, Earl Howard	Huron
323	Noe, Luther O'Neall	Wessington
325	Ohman, Helene Charlotte	Huron
338	Ricker, Elwin Oscar	Huron
413	Saathoff, Joseph H	Huron
398	Schroeder, Cora L	Miller
399	Schroeder, Esther M	Miller
389	Shober, Howard Theodore	Huron
351	Sutton, Elsie N	Laurel
353	Sutton, Jeannie	Laurel
415	Sweet, Hugh W	Canova
404	Taylor, John William	Wolsey
365	Vincent, Lura Isabelle	Hurley
374	Williams, Mark Frederic	Morristown
372	Willits, Charles O	(35) Huron

FRESHMEN

209	Adair, Leland F	Hollywood, Calif.
218	Anderson, Violet	Veblen
221	Betts, Lawrence Steele	Huron
379	Bloodgood, Charles Edwin	Huron
223	Blystone, M. Eugene	Huron
225	Brooking, Grace Ellen	Huron
228	Byrne, Leonard	Faulkton
230	Carroll, H. Marjorie	Huron
233	Chesire, Bessie A	Huron
234	Chesire, Clara M	Huron
235	Christenson, Frances Mildred	Huron
241	Cox, John Oscar	Huron
242	Crawford, Oliver Curtis	Huron
383	Davis, Margaret	Huron
245	Dexter, Edward Clifford	Huron
246	Dinneen, Maxine Candace	Huron
251	Durfee, Grace	Huron
252	Fader, Garnet Nelson	Wentworth
253	Feind, Ernest N	Hazel
255	Foasberg, Irene C	Huron
260	Gorton, Gertrude R	Huron
262	Gunn, Helen	Huron
267	Hammond, Morris Kingsley	Iroquois
270	Harris, Claud Monroe	Hitchcock
272	Heghin, Lyman Diran	Veblen
276	Hook, Lester Earl	Huron
278	Hoskin, Benjamin Percival	Redfield
279	Hoskin, Mina Blanche	Redfield
281	Hoy, Edward Aaron	Groton
282	Huntley, Mary E	Huron
283	Jahnig, Evelyn Hildegarde	Britton
285	Johns, Choate W	Huron
286	Johnson, Elda Marguerite	Lake Andes
288	Johnston, Ralph Watson	Faulkton

289	Jones, Esther	Spain
427	Keeler, Vincent John	Wagner
293	Kingdon, Robert Wells	Huron
515	Krapf, Elsie Lavina	Cavour
296	Langeland, Clara Jeannette	Lake Andes
298	Launspach, Alberta Mae	Huron
312	Manifold, Joseph Paul	Pollock
395	Matz, Franklin P	Yale
315	Metz, Neil	Faulkton
318	Miller, Gerald L	Dumont, Iowa
319	Mitchell, Mabel L	Wessington
322	Murphy, Lawrence James	Alpena
305	McCullen, Maurice L	Miller
519	McMillan, Elsie Margaret	Huron
326	Olson, Robert Leland	Volga
341	O'Shea, Lynnie Milred	Deadwood
406	Osterhaus, Helen	Miller
328	Palm, Berniece Ethel	Huron
329	Parker, Kenneth Hugh	Suring, Wis.
330	Perrin, Jesse F	Huron
332	Potter, J. Muriel	Huron
333	Prinz, Edwin Elmer	Huron
336	Reece, Dorothy May	Ft. Dodge, Iowa
487	Seto, Yau	Canton, China
344	Sievers, Louella Ida	Huron
345	Smith, Olga M	Huron
521	Sparks, Alma Adalaide	Huron
428	Thorpe, Cleata B	Cavour
358	Titus, George O	Miller
362	Tyrrell, Marjorie	Huron
366	Wagner, Edward D	Huron
522	Watkins, Neva Marie	Ree Heights
490	Wells, Howard Harold	(67). .Hitchcock

SPECIAL

458	Braatan, Elvira Edith	Whitewater, Wis.
495	Dakin, William	Huron
459	Davis, Fannie M	Huron
460	Goudberg, Mary M	Grand Haven, Mich.
461	Groom, Della	Huron
462	Kaiser, Jessie Eilin	Huron
496	Krause, Julia	Huron
463	Martin, Cora E	Huron
464	Marquardt, Mrs. Amil	Huron
467	Pinch, Lois	Redfield
468	Plummer, Ruth	Huron
465	Price, Margaret	Huron
466	Provost, Mrs. S. Margaret	Huron
469	Schillerstrom, Curtis G	Fairfield, Iowa
470	Schmidt, Rose M	St. Cloud, Minn.
471	Smith, Etta J	Huron
472	Thompson, Mildred M	Huron
473	Tice, Harvey A	Huron
474	Turner, Mrs. Hazel H	Huron
475	Watkins, Nellie	Mitchell
476	Wurfel, Nellie	(21). .Huron

ACADEMY

IV

523	Anderson, Daphne Lyla	Veblen
409	Bloemendaal, Ralph B	Clear Lake
219	Beall, Gladys Ruth	Cavour
229	Campbell, Mary Alice	Huron
504	Cantonwine, Lulu Eleanor	Huron
456	David, W. E	Huron
244	Dawson, Edith C	Canistota
410	Decker, Lavina	Huron
247	Doner, Josephine Byers	Huron
533	Feinstein, Claire Grace	Huron
254	Fenner, Ella Helen	Huron
259	Gilchrist, Charles Wilber	Huron
268	Harding, Marian Irene	Yale
271	Hebal, Muriel Anne	Goodwin
295	Lafferty, Edith E	Huron
300	Lawrence, Marie Louise	Yale
540	McCune, Melissa Pearl	Pittsburgh, Pa.
310	McGee, Frances M	Wyoming, Minn.
411	Olson, Emily Caroline	Lake City
412	Olson, Mamie Viola	Lake City
339	Ritchey, Alice D	Huron
364	Van Heuvelen, Janet Arnola	Huron
370	Wells, Bernice Lucile	(23)..Harrold

III

239	Cole, Gladys V	Huron
250	Dunn, John Norman	Wessington
497	Harding, Carl	Yale
269	Harris, Clara Mabel	Wessington
320	Mueller, Edwin B	Huron
306	McCune, Anna Catherine	Huron
324	Noe, Lyle E	Wessington
388	Richards, Durell	Huron
350	Sutton, Edith May	Huron
422	Tschetter, Elizabeth	Yale
371	Whong, Samuel	(11)..Sun Chun, Korea

II

217	Barnes, Mabel Helen	Wolsey
453	Bieger, Hazel Evelyn	Sheffield
284	James, Orla R	Logansport, Ind.
287	Johnson, Grace	Yale
334	Putnam, Ina Alma	Oahe
500	Schwartz, Hannah	Miller
342	Sibley, W. Edwin	Huron
360	Towle, Alice M	Huron
450	Windherst, Bruce	(9)..Huron

I

452	Behrens, Violet Mae	Cavour
224	Brand, Cornelia	Faulkton
240	Collins, Harry Louis James	Huron
512	Cox, Lennie	Huron
249	Dunn, Burdette Walter	Wessington

511	Ely, Grayce	Wolsey
437	Hofer, Susie M	Yale
518	Lunschen, Edna	Aurora
335	Randolph, Almeria	Cheyenne Agency
508	Smith, Fay C	Oldham
454	Swanson, Helen Irene	Le Sueur, Minn.
363	Van Heuvelen, Arnold	Huron
376	Wood, Clifford Allen	(13) Huron

MUSIC

VOICE

209	Adair, Leland F	Hollywood, Calif.
221	Betts, Lawrence Steele	Huron
225	Brooking, Grace Ellen	Huron
501	Chase, Marcus A	Brookings
241	Cox, John Oscar	Huron
248	Doner, Ralph Douglas	Huron
275	Holton, Verl Alred	Huron
284	James, Orla R	Logansport, Ind.
488	Lipscomb, Sidney R	Huron
304	Lyon, Dora H	Huron
313	Marti, Ben	New Ulm, Minn
486	Mulready, Mrs. Thomas	Huron
396	Phillips, Ethel Beatrice	Huron
345	Smith, Olga M	Huron
522	Watkins, Neva Marie	(15) Ree Heights

PIANO

218	Anderson, Violet	Veblen
214	Ayres, Bertha May	Huron
216	Bangs, Loie Janette	Huron
499	Bauman, Evelyn Matilda	Huron
220	Betts, James Gordon	Huron
222	Bialas, Edith Louise	Huron
417	Birks, Lois Maxine	Huron
528	Braden, Margaret Gene	Huron
225	Brooking, Grace Ellen	Huron
505	Brown, Marjorie Esther	Huron
506	Brown, Mildred Leona	Huron
405	Buck, Muriel	Huron
228	Byrne, Leonard	Faulkton
503	Cannon, Lucy May	Huron
231	Callacombe, Rosalie Belle	Huron
232	Chenoweth, Leone Carolyn	Huron
391	Clarke, Ruth Agnes	Huron
237	Clemmons, Rachel Helen	Huron
419	Costain, Donald	Huron
423	Costain, Dorothy May	Huron
529	Costain, Helen Meryle	Huron
424	Costain, Marjory Edna	Huron
509	Cotton, Madge	Huron
510	Cotton, Vera	Huron
244	Dawson, Edith C	Canistota
393	Dietrich, Cuma	Huron
247	Doner, Mrs. Josephine Byers	Huron
425	Ellis, Mayme	Huron
256	Fortune, Ingrid	Huron

257	Fortune, Iona	Huron
526	Fortune, Merna	Huron
451	Gage, D. J	Huron
266	Halpern, Leon	Huron
390	Halpern, Sophie	Huron
268	Harding, Marian Irene	Yale
269	Harris, Clara Mabel	Wessington
271	Hebal, Muriel Anne	Goodwin
536	Hocking, Carol	Huron
437	Hofer, Susie M	Yale
281	Hay, Edward Aaron	Groton
283	Jahnig, Evelyn Hildegarde	Britton
448	Johns, Mercedes De Los	Huron
286	Johnson, Elda Marguerite	Lake Andes
292	Ketelle, Mary Aberdeen	Huron
293	Kingdon, Robert Wells	Huron
302	Lindsey, Ruby Irene	Huron
303	Long, Margaret A	Huron
311	Mall, Willa Marie	Huron
306	McCune, Anna Catherine	Huron
308	McCune, Helen Margaret	Huron
385	McGrew, Marjorie E	Huron
541	Nadler, Eva	Huron
534	Otto, Ralph H	Huron
449	Otto, Lucille	Huron
387	Pasek, Dwight Miner	Huron
480	Pasek, Richard Calvin	Huron
396	Phillips, Ethel Beatrice	Huron
397	Purves, Elizabeth	Tracy, Minn.
335	Randolph, Almeria	Huron
445	Robsahm, Marjorie May	Huron
340	Sandberg, James Donald	Huron
520	Schweitert, Dorothy	Huron
439	Seaton, Frances	Huron
481	Sherman, Melissa	Huron
343	Sievers, Frances	Huron
345	Smith, Olga M	Huron
347	Stahl, Mary M	Huro
348	Stahl, Rose	Huro
352	Sutton, Florence	Huro
357	Thatcher, Howard	Huro
422	Tschetter, Elizabeth	Yal
361	Tschetter, Mrs. J. S	Huro
364	Van Heuvelen, Janet Arnola	Huro
484	Ward, Dorothy Gladys	Huro
485	Ward, Maxine Beatrice	Huro
416	Werren, Lester James	Huro
371	Whong, Samuel	Sun Chun, Kore
514	Willard, Max E	Huro
377	Wright, Evelyn Lucille	Huro
378	Wright, George W	(80) Huro

PIANO CLASS

477	Anderson, Thelma	Huro
524	Benjamin, Ruth	Huro
502	Casey, Vera Elva	Huro
440	Clausen, Alice	Huro

441	Clausen, Helen	Huron
442	Gascoigne, Frances	Huron
443	Greenquist, Anna Louise	Huron
390	Halpern, Sophie	Huron
530	Harvey, Elma Grace	Huron
531	Harvey, Myrtle Irene	Huron
444	Hill, Dwight Allen	Huron
478	Hollister, Merle	Huron
308	McCune, Helen Margaret	Huron
307	McCune, Shannon Bailey	Huron
438	Pugsley, Marion	Huron
445	Scruby, Esther Lorraine	Huron
482	Walz, Ernest	(17) Huron

VIOLIN

408	Bandy, Helen Viola	Huron
380	Brewer, Winifred Caryl	Woonsocket
401	Blume, Frieda Louise	Huron
532	Christen, Herbert Harry	Huron
238	Cloyd, Sarah Carroll	Huron
392	Davis, Adah May	Huron
426	Ellis, Roy	Huron
457	Farmer, Mary Irene	Miller
483	Fletcher, Kathleen Roe	Huron
430	Fuglesang, Leonard Edward	Huron
402	Goodrich, Lloyd	Huron
420	Gunn, Lucile	Huron
265	Halpern, Joseph	Huron
277	Hopkins, Lyle Alfred	Huron
280	Howard, Lowell Edmond	Huron
431	Keairns, Ethel Ione	Huron
513	Lack, Marion Addie	Huron
403	Light, Dora	Huron
421	Linderman, Harold	Timber Lake
304	Lyon, Dora H	Huron
446	Merritt, Hulian	Huron
317	Middaugh, Orra Adeline	Huron
479	Pasek, John Harlan	Huron
516	Renshaw, Arnold Franklin	Cavour
447	Sackett, Thelma Iola	Wolsey
414	Stewart, Ruth	Huron
349	Stone, Mildred Adelaide	Huron
354	Sutton, Raymond William	Huron
359	Tolmie, Randolph	Huron
489	Washburn, Ruby	Wolsey
407	Wayne, Thelma	Huron
375	Womacks, Mildred	(32) Huron

VIOLIN CLASS

429	Denolf, Albert	Huron
432	Nelson, Roy	Huron
433	Pugsley, Mildred Louise	Huron
434	Thompson, Clifford	Huron
435	Voss, Elmer Arthur	Huron
436	Walsh, James Patrick	Huron
482	Walz, Ernest	(7) Huron

CORNET

535	Collins, Harry		Huron
378	Wright, George W	(2)	Huron

EXPRESSION

418	Birks, Marie Carol		Huron
380	Brewer, Winifred Caryl		Woonsocket
383	Davis, Margaret		Huron
498	Englebretson, Margaret		Huron
264	Hagen, Mary Betsy		Huron
525	Leslie, Myrtle Adelia		Huron
321	Murphy, Claire May		Iroquois
527	Peterson, Bernice		Huron
543	Sargent, Alma L	(9)	Esmond

FOLK DANCING

491	Bailey, Gwendolyne		Huron
492	Bryant, Vera Jane		Huron
537	Cone, Elizabeth		Huron
493	Dickenson, Lucile		Huron
494	Irish, Mildred Lucile		Huron
538	Irish, Gladys		Huron
539	Starring, Mary	(7)	Huron

MUSIC APPRECIATION

218	Anderson, Violet		Veblen
228	Byrne, Leonard		Faulkton
382	Culver, Alta Mae		Cavour
251	Durfee, Grace		Huron
260	Gorton, Gertrude		Huron
283	Jahnig, Evelyn Hildegarde		Britton
273	Helms, Florence H		Huron
289	Jones, Esther		Spain
299	Launspach, John A		Huron
304	Lyon, Dora H		Huron
321	Murphy, Claire Mae		Iroquois
328	Palm, Berniece Ethel		Huron
345	Smith, Olga M		Huron
367	Walker, Albert Clarke	(14)	Oklahoma City, Okla

HARMONY

214	Ayers, Bertha May		Huron
238	Cloyd, Sarah Carroll		Huron
241	Cox, John Oscar		Huron
281	Hoy, Edward Aaron		Groton
283	Jahnig, Evelyn Hildegarde		Britton
304	Lyon, Dora H		Huron
327	Palm, Bernard Lawrence		Huron
345	Smith, Olga M	(8)	Huron

HISTORY OF MUSIC

281	Hoy, Edward Aaron		Groto
286	Johnson, Elda Marguerite		Lake Ande
345	Smith, Olga M	(3)	Huro

ANALYSIS OF MUSIC

222	Bialas, Edith Louise		Huro
304	Lyon, Dora H	(2)	Huro

COUNTERPOINT

222	Bialas, Edith Louise	(1)	Huron

1921 SUMMER SCHOOL STUDENTS

1	Abel, August W	Jamestown, N. D.
2	Ackerman, Lenita B	Huron
3	Adams, Daniel Hope	Hutchinson, Minn.
4	Adams, Faye Ruth	Hutchinson, Minn.
5	Adamson, Josie	Osceola
6	Anderson, William Henry	Highmore
160	Bandy, Helen	Huron
7	Beard, Bertha A	Carthage
193	Berry, Geneva Lucille	Willow Lake
8	Best, Eva	Huron
200	Bialas, Edith	Huron
9	Bjordahl, Geline Olga	Lake Preston
10	Bjornson, Alice	Manchester
12	Bloemendaal, Dick Cornelius	Clear Lake
201	Bloemendaal, Gerrit John	Clear Lake
11	Bloemendaal, Ralph B	Clear Lake
161	Blume, Frieda	Huron
202	Brady, Ella Agnes	Highmore
162	Brewer, Winifred C	Woonsocket
13	Brockman, Daisy Violet	Hitchcock
163	Bullock, John	Huron
14	Bullock, Mary Catherine	Avon
15	Cairns, M. Leone	Mt. Hope, Wis.
16	Carton, Nellie E	Gary
17	Cary, Ethel May	Scotland
18	Chesire, Edna	Huron
19	Clark, Amy Priscilla	Huron
20	Clemmons, Rachel	Huron
21	Clouse, Mabel Jennie	Orient
22	Cloyd, Elizabeth Harriet	Huron
24	Coldren, Alca Belle	Huron
23	Coldren, Dorothy Mae	Huron
164	Coldren, Harriett	Huron
190	Coldren, Luthean	Frankfort
25	Culver, Edith Ethel	Cavour
27	Daum, Minnie Marie	Highmore
26	David, William E	Huron
28	Davis, Adah	Huron
29	Davis, Margaret	Huron
30	Dean, Carol	Minneapolis, Minn.
31	Deeg, Averil	Huron
32	Dennis, Edna Marie	Miller
33	Derscheid, Edna	Osceola
179	De Boer, Alieda Theodora	Pollock
165	Doeden, Martha	De Smet
34	Dotson, Thelma	Huron
35	Duxbury, Ethel B	Canova
166	Edwards, Lucile	Capa
36	Eikamp, Clara Margaret	Gary
37	Elliott, Ethel	Hurley
208	Elliott, Mildred	Huron
185	Ellis, Mayme	Huron

38	Engelbart, Mabel Hagen	Huron
39	Ericson, Miriam Alma	Huron
40	Feind, Ernest	Hazel
41	Flathers, Glennie Mildred	Iroquois
42	Flint, Georgia Augusta	St. Lawrence
43	Foasberg, Katheryn	Huron
44	Frahm, Ethel Eva	Iroquois
45	Fransen, Minnie	De Smet
46	Friemark, Hilda	St. Lawrence
47	Frost, Emil	Huron
48	Fuller, Edna M	Cavour
49	Gartland, Ella Mary	Manchester
51	Gilchrist, Dorothy	Huron
50	Gilchrist, Marjorie	Huron
52	Gilland, Everett	Huron
203	Glanzer, Elizabeth	Bridgewater
53	Goldsworthy, Mrs. Mabel	Huron
186	Griffith, Winnifred Ann	Huron
54	Groff, Riva	Piedmont
55	Groff, Ruth	Piedmont
56	Hagen, Electa M. J	Huron
57	Hagen, Ella A	Avoca
58	Haigh, Mary Ellen	Cavour
59	Halpern, Joseph	Huron
167	Halpern, Leon	Huron
60	Hartnagel, Mason	Huron
61	Hegg, Clara May	Woonsocket
62	Hegg, Leona Adline	Woonsocket
207	Henderson, Olivia	Huron
63	Hendrickson, George D	Custer
64	Hofer, Susie J	Freeman
65	Hogan, John	Huron
204	Holton, Keith	Huron
66	Hoppel, Kenneth	Huron
67	Huisenga, Belle	Willow Lake
70	Jacobsen, Etta	Miller
168	Jacobsen, Irene	Huron
74	Johnson, Verna E	Redfield
68	Jones, Florence I	Lake Ande
180	Kass, Alvina	Huron
169	Keairns, Ethel	Huron
69	Kempton, Julia Mae	Raymond
71	Kleinsasser, Anna	Carpente
72	Koepp, Mrs. C. F	Huron
73	Koepp, Doretta	Huron
75	Kvinge, Mabelle Alvina	Huron
76	Lacy, Gladys	Estellin
77	Larsen, Ernest Sanders	Dell Rapid
78	Laughlin, Elnora	Huron
79	Launspach, Alberta Mae	Huron
80	Leach, George Sylvester	Huron
81	Leach, James	Huro
82	Light, Dora	Huro
83	Lindsay, Mervin Edwin	Interio
85	Mack, Edna Leoma	Cavou
86	Marcussen, Signe	Tyler, Minn

89	Martin, Cora E	Huron
87	Marquardt, Mrs. Mary	Huron
90	Mathern, Toma P	Huron
91	Matson, Carrie Berniece	Huron
92	Matteson, Myrhl Marie	Virgil
93	Matz, Franklin P	Ree Heights
94	Mayfield, Chas. G	Huron
95	Metz, Mae	Miranda
96	Meyer, Maybelle F	Huron
97	Meyer, Vera	Huron
98	Middaugh, Orra Adeline	Huron
199	Millard, Faye	Huron
99	Miner, Ruth	Cavour
100	Mohr, Viva Katie	Miller
101	Morin, F. Maurine	Huron
88	Morrissey, Zazel	Huron
102	Munger, Lola Lavina	De Smet
103	Murphy, Claire Mae	Iroquois
84	McDonald, Irma	Huron
170	McDonald, Lois	Huron
181	MacKenzie, Harriet Mary	Huron
205	Needham, Carol	Huron
194	Nelson, Berdina M	Carthage
105	Nelson, Frances Lu Verne	Irene
106	Nelson, Mary O	Carthage
182	Nelson, Roy S	Huron
107	Nelson, Tilda Jeanette	Carthage
108	Odegaard, Ida	Sedgwick
191	Olsen, Stanley	Huron
109	O'Toole, Veronica D	Iroquois
110	Paterson, Charles A	De Smet
111	Pearce, Marjorie	Huron
112	Phillips, Ethel Beatrice	Huron
113	Pierce, Cleone	Ree Heights
114	Pietz, Ella B.	St. Lawrence
115	Porter, Wilhelmina	Fort Pierre
116	Provost, S. Margaret	Huron
171	Reedy, Elizabeth	Huron
117	Richards, Frank	Huron
118	Richter, Robert William	Dell Rapids
119	Ripley, Maude Napier	Gettysburg
183	Ritchey, Anna	Huron
120	Roberts, Pythias Carl	Huron
172	Roberts, Vera	Huron
121	Ruark, Mildred	Huron
173	Saathoff, J. H	Huron
174	Sackett, Thelma	Wolsey
124	Scheele, Herbert R	Yale
122	Schiltz, Elva	Virgil
194	Schreck, Pauline	Huron
123	Schultz, Elva A	Iroquois
175	Sharp, Birdelle	Goodwin
125	Sherard, Claude	Hurley
195	Sherman, Melissa	Huron
206	Sherman, Sylvia	Huron
126	Sherlock, Mrs. John	Huron

127	Shoemaker, Amy	Tennis
128	Shoemaker, Genevieve June	Tennis
129	Smith, Etta	Huron
130	Smith, Mary Ethel	Clark
131	Speirs, Mrs. Miriam Crawford	Huron
104	Sprung, Clara	Huron
132	Starr, Ella	Osage, Iowa
133	Stevens, Elva J	Huron
134	Stewart, Ruth	Huron
135	Stone, Mildred	Huron
136	Sweet, Herman James	Canova
138	Taylor, Alice Leone	Canova
139	Taylor, Elizabeth	Huron
140	Taylor, Verda L	Broadland
188	Theimer, Alma Bell	Huron
141	Thurston, Erma	Huron
197	Tobin, Leona	Huron
142	Tobin, Mabel	Huron
143	Tollefson, Morgan L	Willow Lake
177	Tolmie, Randolph	Huron
178	Tolmie, William	Huron
144	Travis, Nellie	Cresbard
198	Troupe, Evelyn	Huron
193	Tschetter, Amos	Carpenter
199	Tschetter, Joseph S	Yale
145	Turner, Hazel H	Huron
146	Turner, J. W	Huron
147	Urquhart, Bruce	Huron
148	Vincent, Lura Isabelle	Hurley
149	Walraven, Bessie Leona	Huron
179	Walsh, Evelyn	Huron
150	Ward, Allie Mabel	Esmond
190	Washburn, Ruby R	Revillo
151	Welch, Donnell Richard	Hurley
152	Wells, Myrtle	White Lake
153	Westerberg, Madeline	Osceola
155	Wilson, Angie Lenore	Wagner
154	Wilson, May	Sansarc
156	Winchell, Florence M	Owanka
157	Wirt, Thelma	Bonilla
158	Wiseman, Mona M	Carthage
159	Womachs, Mildred	Huron
189	Worrall, Vera	Alpena
160	Ziegler, Maggie	(208) Huron

Summary for 1922-1923

COLLEGE

Seniors	9	
Juniors	18	
Sophomores	35	
Freshmen	67	
Special	21	150

ACADEMY

Fourth Year	23	
Third Year	11	
Second Year	9	
First Year	13	56

NORMAL

All Normal students are classified with their respective classes in the Academy and the College departments.

BUSINESS

All Business students are classified with their respective classes in the Academy and the College departments.

MUSIC

Piano	80		
Violin	32		
Voice	15		
Theoretical Subjects	28		
Piano, Children's Class	18		
Expression	9		
Cornet	2		
Violin, Children's Class	7		
Folk Games, Children's Class	7		
Less Duplicates	27	171	
Grand Total			377
Less Duplicates			43
Net Enrollment Sept., 1921, to June, 1922			334

SUMMER SCHOOL OF 1921

Total Registrations	208	
Less duplicates counted in preceding departments	40	168
NET TOTAL for the year		502

SUMMARY OF STUDENT REGISTRATION FOR TEN YEARS

Departments	1912 1913	1913	1914 1915	1915 1916	1916 1917	1917 1918	1918 1919	1919 1920	1920 1921	1921 1922
College..................	75	90	112	127	138	112	136	121	106	150
Academy.............	63	55	69	74	56	44	38	53	66	56
Business	49	64	38	67	24	39	105	46	....	....
Music..................	69	66	115	116	133	149	131	185	232	171
Summer School.....	194	196	205	205	183	151	96	153	171	208
Less Duplicates.....	62	73	86	117	91	103	150	156	100	83
Net Total..............	388	398	453	472	443	392	356	402	475	502

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